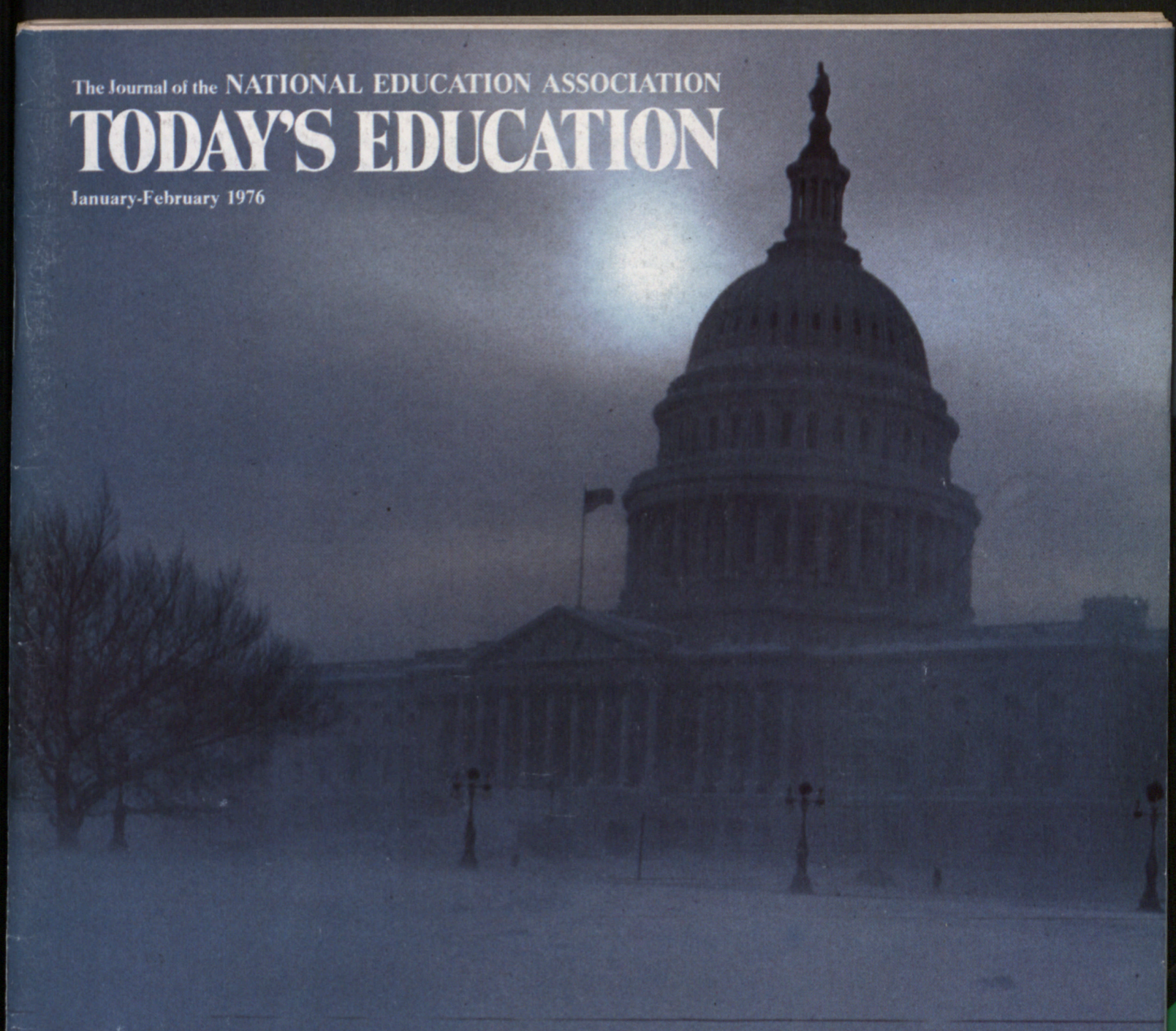
The Journal of the NATIONAL EDUCATION ASSOCIATION

TODAY'S EDUCATION

January-February 1976



A POSITIVE PICTURE OF AMERICA

"Our Country and the Search for Community"
by Hugh Sidey

Also articles on behavior modification, teaching the gifted and the talented, sex education, evaluation, suburbia, teacher retirement, experimental colleges...

ADDING A LINK TO HIS CHAIN...

It rained for five days when Joe went into business with his first wagon. Every penny he invested almost washed away.

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by Francis Gemme

Francis Gemme, a Founder of the Institute of Children's Literature, is the President and Publisher of *Gallery Books* and former President of Young Reader's Press.

We need writers. There are over 150 publishers of books for children and more than 250 magazines, all of which have a need for writers.

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Last year, more than 30 million children's books were published, producing total sales of over 170 million dollars! And over 250 periodicals for children with a combined circulation of over 60,000,000 were published. Books and magazine articles for children are frequently adapted for television and for the movies. In addition, there are twenty-six children's book clubs and a rapidly expanding children's paperback market.

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IN THIS ISSUE

Not since the May 1973 issue of *Today's Education* have we sported a four-color illustration on our front cover. Referring to an article entitled "Are Commencements Obsolete?" that illustration was a symbolic drawing of faceless graduates in caps and gowns. The issue was the last of our nine-a-year issues and the last of our heavily illustrated ones to date.

Here are some of the major articles in this issue of our "more scholarly" quarterly:

• The photo on this month's cover by Fred Maroon calls attention to our lead article, which leads us into the bicentennial year with a positive picture of America. The article is a testament of the nation's essential goodness. More is still right than wrong, more is still pleasing than offensive. "Now the challenge is not to win a land or enlarge it, but to preserve it," says author Hugh Sidey.

• "Chauvinism and Realism in a Global Community" by John Thompson points out that educational changes in one area of the world affect education over the whole world. As the NEA seeks to promote "A Declaration of Interdependence: Education for a Global Community" in this bicentennial year, the World Confederation of Organizations of the Teaching Profession seeks to do so at the world level.

• "Special Journal Feature on the Gifted and the Talented" brings together in 19 pages some outstanding educators and writers headed by Elizabeth Drews, a recognized authority in this field.

She says "we must seek to combine 'leading out,' *educere,* of the Western tradition and 'letting be' of the Eastern. The gifted student should not be left without guidance or without possibilities from which to select—left, as Herbert Read so aptly said, 'beating his wings in the void.' The teacher's task is to inspire and release. Teachers open a cornucopia from which the student may choose. They suggest guidelines for choices, for what is worth knowing."

Vignettes of gifted students, legislative developments in this field, a discussion of elite high schools, an examination of the Connecticut program, and a look at advanced placement complete the special feature.

• "Broken Promises in the Promised Land" by Myron Brenton reports that suburbia has failed to fulfill its promise and has taken unto itself the typical urban plagues instead—overcrowding, economic woes, crime, drugs, and alcohol. However, in many if not most suburbs, these problems are still minor in comparison with inner-city conditions. In his national survey of suburbia, Mr. Brenton concludes that in some areas of the country suburban communities are now transcending narrow political boundaries—pooling resources, banding together on mutual problems.

• "Children Who Follow the Sun" by Jeanne Park and "How To Help Migrant Children" by Ida Brownlee Bragdon are companion articles. The authors define the extent of the problem, tell of pertinent legislation, and describe a variety of creative ideas for helping the migrant child.

• "Some Workable Evaluation Strategies" by Karen C. Cohen stresses that evaluation need not be used solely as a means of rating and grading. The critical task of evaluation is to give the teacher and students ways of summarizing and interpreting for themselves what they are learning and how far they have come in a course.

• "Economics of Retirement" by Sylvia Porter discusses the financial aspects of retirement in concrete terms. Drawn from the best-seller, *Sylvia Porter's Money Book,* the article points out that for millions, the retirement dream is in reality an economic nightmare. In a how-to-figure-it manner, the article helps the retirement planner to determine how much he or she will need and have at retirement time. It also presents some money-management strategies to help the individual acquire adequate retirement income.

• "Behavior Modification" by Bertram S. Brown, M.D., states that more than a decade of research, evaluation, observation, and implementation has demonstrated that certain behavior-modification techniques are more appropriate than others for exploration in a classroom situation. The article then discusses the use of praise, soft reprimand, modeling, and token-reinforcement programs.

Dr. Brown, who is director of the National Institute of Mental Health, says his organization certainly does not endorse the use of behavior-modification programs to elicit automaton-like behavior from children. "Indeed, such an objective would be the very antithesis of the goal of most behavior-modification programs.

• "Sex Education: Yesterday, Today, and Tomorrow" by John Tebbel indicates that "sex education remains a matter of controversy, sometimes violent, in many places. The reason is not difficult to find. We are dealing here with attitudes, and in spite of vast sociological change in America, many of these attitudes have not changed since the beginning of the Republic." Mr. Tebbel goes on to say that "parental indifference or outright apathy, combined with the relatively slow progress of sex education in the schools and the active hostility toward it among substantial segments of the population, make it unlikely that there will be much change in the future."

• "Experimental Colleges: Agents of Change" by Charles R. Longsworth reveals that in the last 10 years various experimental, alternative, and experimenting colleges have had the satisfaction of seeing many of their cherished ideas—alternative forms of evaluation, field study, independent study, work experience, student-designed courses—take hold on even the most conservative college campuses.

• "Dial a Style of Teaching" by Anne Dirks tells of 15 classroom teachers who explored various styles of teaching in an NEA pilot course in Des Moines entitled Models of Teaching. Because the course was successful, many other teachers will be given the opportunity to take it.

Thus your professional quarterly continues to present discussions of major issues and articles that are designed to help teachers teach. And next month, whether our cover carries an illustration or just type, we hope to carry on the tradition of making each successive issue of *Today's Education* even better than the previous one.

—WAG.

The Journal of the NATIONAL EDUCATION ASSOCIATION

TODAY'S EDUCATION

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CIRCLE QUICK-ACTION CARD NO. 44

EDITORIAL

On the Agenda

By TERRY HERNDON
NEA Executive Director.

This month, NEA President John Ryor turns the editorial forum over to the NEA Executive Director, whose material is drawn from a speech he delivered recently at the Washington National Press Club.

We had 140 teacher strikes during the opening weeks of the 1975-76 school year. Scores have asked, "Why?" I think it more appropriate to ask, "Why so few?"

First, we should examine this situation in the light of the environment in America today.

Last July, pollster Lou Harris announced data which demonstrated that 61 percent of our citizens believe the past decade has made America a worse place to live and that 72 percent of the population feels the United States is headed in the wrong direction.

These are distressing findings, but they are not inexplicable when one considers their social, economic, and political context. I would observe that for many the current economic fears are compounded by other threatening social and political uncertainties.

Over 20 million households in the United States (including, of course, many served by our public schools) have experienced a loss of job, lay-off, or reduction in work hours during the past year. More than 13 million households—about 1 in 5—had someone out of work during a six-month period in 1974.

I perceive a majority of Americans with deeply felt economic and political fears, who seeing no credible leaders with a plausible basis for hope, have contrived their own, largely defensive, strategies for protecting their way of life. But in addition, a minority of citizens with similar needs and more grievous problems are demanding a change in *their* way of life.

Obviously, children are not immune to the neuroses of the society at large. Most youths are almost totally excluded from involvement in the adult roles in our society. In 1973, the Panel on Youth of the President's Science Advisory Committee reported that youth today live unto themselves, are attached to their own age group, have an urge to autonomy, identify readily with the underdog, and strongly favor change.

The teacher must deal meaningfully with a student who sees no correlation between effort and achievement; who sees no reconciliation between "government of the people, by the people, for the people" and our present government.

Life as it is comes to school each day. The challenge to educate, socialize, develop, and help is there as it appears—not as it is hoped for—every day. At last check, 40 percent of those having taught five years thought that teaching as a profession was worsening, a much higher proportion than five years earlier. The question is "Why?"

In 1905, Ellwood P. Cubberley, the authority on school finance, proclaimed that educational opportunity should not be limited by the taxing ability of the local school district. In 1971, 66 years later, the National Education Finance Project made the same finding and issued the same call.

Yet in 1974-75, the average current expenditure per pupil in New York was $2,005 and in New Mexico, $1,077. The situation is more graphic when one contemplates that New York's $2,005 per child required the investment of 5.5 percent of personal income while the citizens of New Mexico invested 6.1 percent of their personal income.

In spite of this kind of inequity, we continue to require that about 50 percent of school money come from local sources and more than 40 percent come from the states. It is to this harshly unjust system that schools turn for fiscal capability.

The consequences are obvious: shortages in materials, supplies and equipment, larger classes, unmet needs, increased failures, reductions in force, and indeed, strikes for equity and security.

In summary, we perceive a right to broad-scope collective bargaining. It is here that we can affect the policies that matter.

We perceive an absolute need and responsibility to exert maximum influence on the political system. It is here that the seeds of legislated reform are planted. Through legislation we seek adequate financial support, equitably distributed and fairly collected. We also seek meaningful jurisdiction over licensing of teachers.

Finally, we perceive a need for a supportive political environment for an important and difficult work. This means, among other things, a President who understands the relationship between schools and money, politics, and nation building.

This agenda has attracted more than 1.8 million teachers. We are committed to its fulfillment. □

LETTERS

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

Keniston, Capitalism, and Children

I cannot understand how a magazine put out by the NEA could print "Do Americans *Really* Like Children?" by Kenneth Keniston (November-December). I believe his statements are known as "argument by intimation."

He somehow equates love of children with his views on our capitalistic economy. (It really is a mixed economy and not purely capitalistic at all.) His arguments can only be interpreted as a stand for socialism or even communism. His reference to the distribution of wealth is a direct call for a "palms out" system of welfare that could only drag everyone to the bottom. Then who pays the bills?

He charges our economic system with producing racism, children born with handicaps, *and* unwed mothers! Pray tell, what kind of logic is this? If he wishes to place blame, it appears it should be placed on people's value systems, not the economic system.

—Marlene Pond, *Warren, Ohio.*

Our journal deserves kudos for its courage in publishing a paper which states forthrightly reactions that many of us have thought about for years.

I hope the opponents of bilingual education make the analogy between what Keniston says about why children fail in school and the need for programs to prevent built-in failure in our schools.

—Francis C. Spataro, *teacher of Spanish, John Adams High School, Ozone Park, Queens, New York.*

Keniston's criticisms are tired summaries of various philosophies of the left; his proposals for change consist of a few clichés inserted in the concluding paragraphs. It is suggested, for example, that the "depopulation" of American families is a product of "the pressures of the economy," which seems to be a euphemism for modern capitalism. If Keniston really believes that this problem is unique to America, he would do well to compare the durability of the family unit in collectivist societies.

Although the implications of the article are quite broad (and have little to do with children), Keniston seems reluctant to articulate just what he thinks ought to be done unless it is legislation requiring us all to behave "like a family of related people." This may be because he is unsure of what it is he advocates or because it requires less effort to cry doom than to propose an alternative.

If Keniston wishes (under the auspices of the Carnegie Council on Children) to advocate the abandonment of capitalism, I shall defend to the death his right to do so. But why hide behind a smoke screen of concern for children?

—Bradley L. Williams, *Bloomington, Indiana.*

Those for whom this economic system has worked are not interested in knowing at what cost or to whom.

Keniston is calling a spade a spade. Now, how far can truth and honesty go in America today?

—Andrée Gergo, *teacher of French, Mary L. Tracy School, Orange, Connecticut.*

Are Education Standards Slipping?

Steven Muller's article ("American Education Standards are Slipping," November-December), although "brutally short" (Mr. Muller's words) in length, is also brutally lacking in anything resembling evidence. Not that I disagree with him. If we look at SAT scores, the quality of students now entering and completing work in the City University in New York City, the increasing number of "joke" courses offered in both high school and college as an inducement to holding students in school, and the mood of anti-intellectualism that pervades our lives, it's hard to argue with his conclusions.

What I do argue with, though, is his failure to prove anything he says. Surely there must have been some statistics, some information available, when he sat down at his typewriter.

Possibly Mr. Muller thinks his academic position entitles him to be relieved of the necessity of supporting his views. I don't think so, and I don't think he should insult a professional readership with such an amateurish piece.

—Stephen Wagner, *Brooklyn, New York.*

Mr. Muller writes that the "drastic expansion" in higher education during the 1950's and 60's "produced a huge expansion of the professoriate," reasoning that "this sudden and enormous growth of college and university faculties also inevitably resulted in some dilution of instructional quality."

Evidently, he defines quality in terms of numbers only, for he gives no factual proof of this. Such an approach shows distrust for the public's ability to advance and is therefore clearly elitist and not, as Mr. Muller would have us believe, democratic.

—Alex Makedon, *substitute teacher, Detroit Public Schools.*

I agree with Mr. Muller that standards are slipping.

Enrollments in elective physical science courses throughout the country are declining. In my high school, the student

(Continued on page 8)

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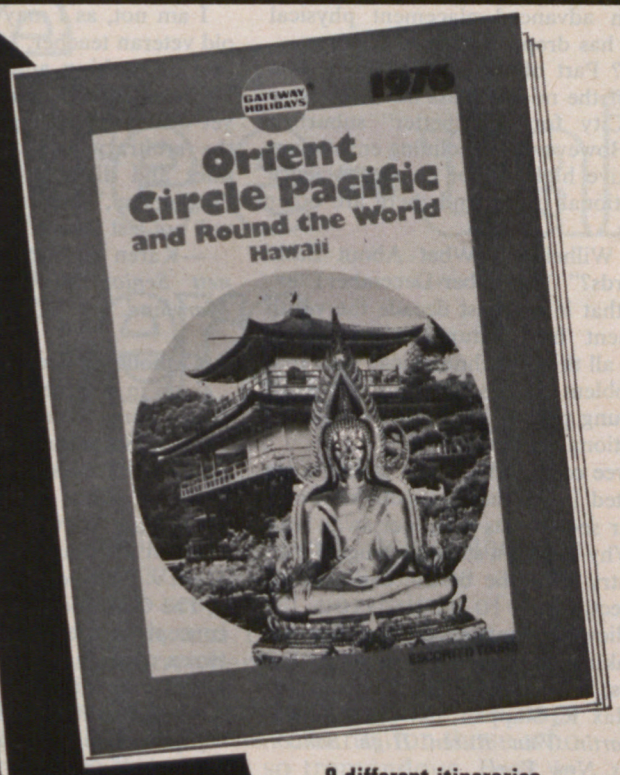

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body has increased from 3,000 in 1968 to 5,000 in 1975, while enrollment in elective physical science courses has dropped more than 50 percent. Enrollment in advanced placement physical science has dropped to zero.

Why? Part of the explanation is that many of the middle class have left New York City for the "better" suburban areas. However, the declining enrollment in elective high school physical science is a national trend, and there are other reasons.

Mr. Wilhelms ("What About Basic Standards?" November-December) explains that in the past decade the youth movement has featured a "revulsion against all things technological" and that the problem centers in the priorities of our young people, not in the quality of instructional programs.

I agree only partly. Most students are interested in an easy way out of work, and our society lets them get away with that. Why should a student struggle with chemistry when he or she can take an easy elective?

I believe students should be "forced" into taking courses matched with their abilities.

—Max R. Stappler, *chemistry teacher, Martin Van Buren High School, Queens, New York.*

I concur wholeheartedly with Mr. Muller's article, especially with the statement indicating that "there is growing evidence of a danger that in the public mind a judgment of failure in performance is becoming confused with denial of right."

—Janet Whitson, *Jefferson Primary School, Little Rock, Arkansas.*

As a teacher of eleventh and twelfth grade English, I find the controversy over the problem of "slipping" standards to be my greatest source of frustration because of the equally controversial issue of teacher accountability.

Why did these kids get to the twelfth grade without learning to read and write? How much can I teach them in five months? (We have mini courses during the spring semester.) Should I pass those who try regardless of their ability and achievement? Or should I fail students in spite of the fact that they have been passed repeatedly?

I don't have any answers. I have more and more questions. I want to teach these kids something that will enrich their lives and help them on a practical level.

If I hear one more person tell me that I must not be motivating my students, I'll scream my head off. It is time that parents and students themselves take some of the responsibility for motivation. I refuse to entertain my students into learning; it is too time-consuming, too difficult, and completely frustrating because it doesn't work.

I am not, as I may sound, a 50-year-old veteran teacher. I am 27, in my sixth year of teaching, and my disillusionment has been slow. I don't intend to give up yet on myself or my students, but with the arbitrary and contradictory guidelines and dictates that I receive from "higher up," my resolves cannot and will not last forever.

—Karen E. Wright, *James M. Bennett Senior High School, Salisbury, Maryland.*

A Catholic on Sectarian Aid

I am in complete agreement with Professor Hugh Wamble's "Supreme Court Acts on Sectarian Aid" (November-December). Professor Wamble is correct when he points out that the Court was reaffirming previous decisions when it rejected various parochiad features in *Meek v. Pittinger.*

The Court has upheld the Jeffersonian concept of the "wall of separation between church and state" when it has rejected parochiad schemes in past years. By seeing to it that the wall does not develop too many cracks, the Court is strengthening one of this country's most precious heritages: the separation of church and state.

Many believers in sectarian aid have claimed that the Court has shown an anti-Catholic bias in its antiparochiad decisions. As a Roman Catholic who has read the various decisions, I have not found any traces of Know-Nothingism (anti-Catholic bias) in them.

—Louis A. Carrubba, *Brooklyn, New York.*

Who's Neglecting Consumer Education?

In response to Ralph Nader's article, "Neglect of Consumer Education Is Shortchanging Both Students and the Nation" (September-October), I wish to point out that home economics teachers across the nation are doing their part to provide students with the consumer edution they need, demand, and deserve.

I am one home economics teacher who has incorporated consumer education into my program with a great deal of success. And, let me assure you, my students are not being shortchanged. It's hard to shortchange a wise consumer, don't you agree?

—Nadine B. Curry, *Cutler Junior High School, Mystic, Connecticut.*

Diet and the Hyperkinetic Child

I wish to call Dr. Zukow's attention to *Why Your Child Is Hyperactive* by Ben F. Feingold! Dr. Zukow ignored any discussion of diet in "Helping the Hyperkinetic Child" (November-December).

Dr. Feingold has discovered that eliminating chemical additives used as coloring or flavoring in foods has brought about a dramatic reduction of hyperactivity in some children.

It would appear that little would be risked and possibly much gained by providing the hyperactive child with an additive-free diet before resorting to the use of drugs.

—Edith Rice, *counselor, Campolindo High School, Orinda, California.*

Come Back, Mr. D

Reader D'Attore's letter in the September-October "Letters" is one with which I would have agreed in part several months ago. Not so today. The change has been in the quality of leadership that NEA has developed.

As for Reader D'Attore's criticism about *Today's Education* fostering innovation for its own sake, I disagree. To me, the magazine seems to be striking an objective balance of viewpoints and giving teachers valuable ideas from practical professionals. For instance, I challenge Reader D'Attore to read the "Special Feature on Motivating Students" in the September-October issue and then place it in the pigeonhole marked innovation for innovation's sake.

Come back to the NEA, Mr. D, we need *your* ideas, too.

—David T. Lane, *Northfield (Minnesota) Junior High School.*

Ribbin', Jivin', and Playin' the Dozens

Professor Foster's "Don't Be Put On!" (September-October) left me sputtering and protesting. As a five-year veteran in an inner-city elementary school, I felt that the author misinterpreted much of the disruptive behavior found in such a situation, even though he described it quite well.

I was delighted to find that my daughter, a ninth grade student in an inner-city school, had read the article and was indignant also.

We object to the use of the term *game playing* to describe the ribbin', jivin', and playin' the dozens that goes on in an inner-city classroom. Students who en-

(Continued on page 10)

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LETTERS
(Continued)

gage in these tactics are usually dead serious; they do not look on it as a game at all. They are revealing their own poor self-concepts and their insecurity.

Wise teachers do their best to build healthy self-respect and consideration for others in their students. They also make clear that they will not tolerate disruptive behavior in their classrooms.

—Margaret D. Deininger, *fifth grade teacher, East Elementary School, Memphis, Tennessee.*

Inner-city youngsters are no more responsible for the social norms which they perpetuate than any other students are for the norms which they exhibit. Because many Euro-American students and educators share the same norms and value systems does not mean that those students who justifiably have been taught that the melting-pot, bootstrap mentality and the education-job-capital-power ladder are lies have to be malicious little pickaninnies out to decimate sweet, innocent, unwary teachers.

—John Y. Odom, *Madison, Wisconsin.*

As one who has had experience with skillful woofers in a big-city school system, I think I am qualified to make a few observations.

This national plight has been caused by several factors: (a) The myth that all children should be educated the same until they are through the eighth grade; (b) the failure of school authorities to separate the disruptive student from the students who want to learn; (c) the poor economy of placing large masses of students in most any situation—study hall, classroom, or athletic field.

—Name withheld upon request.

Prior to my present job, I taught several years in an all-black (I'm white) inner-city elementary school. "Talking about Moms" had become so simplified at that school that all one student had to say to another to start a general uproar was "Your Mama." If this failed, the next step was "Your Grandmama." This *always* resulted in a fight.

—Patricia Patterson, *fifth grade teacher, East Milton Elementary School, Milton, Florida.*

No Smoking

I am writing this letter for the hundreds of teachers in my area who have

contacted me to ask if something can be done to lift the smoke cloud in schools. I am sure teachers in other areas have the same problem.

After sitting in a smoke-filled faculty room or meeting, teachers complain of eye irritation, headache, nausea, nasal and throat irritation, coughing, and laryngitis. These symptoms are caused by the irritants present in tobacco smoke.

A smoker has a perfect right to continue to smoke in complete disregard of health warnings. However, he or she does not have the right to impose smoke on a nonsmoker.

I urge that smoking be banned at all faculty meetings and, unless separate facilities are available, from faculty rooms.

—Rhoda Nichter, *vice-president, Action on Smoking and Health.*

Putting the Blame on Teacher

I was amazed and appalled when I read the reactions of the "experts" to the plight of the teacher in "Dilemma" (September-October). Here is a student who spends his time in class "staring out the window," "disturbing others," or "asleep," who, when asked about his interests and the materials he might enjoy reading, replies, "You can't tell me nuthin', Honkey!" The parents are apparently antagonistic, accuse the teacher of prejudice, become angry.

But the reactors come on with platitudes about Timothy needing motivation. How about the parents supplying some of that motivation?

Why is all the onus placed on the teacher? Why isn't some responsibility placed on the pupil to behave in a civilized manner? On the parents to take responsibility for the child's behavior? Is it all right for a pupil to call a teacher Honkey? What about "white bitch" as some of our teachers have been called? What if the teacher responded in kind?

If the achievement of black students is to improve, some of the effort must come from *them*. Teacher can't do it all.

—Jean Williams, *Seattle, Washington.*

The Real World of Junior High

I wish I had had some preparation for teaching *real* seventh graders. I was overwhelmed by them just as Cheryl Miller Thurston ("Junior High? Good Grief!" September-October). It's nice to know I had company!

—Beth Klein, *Greentown, Pennsylvania.*

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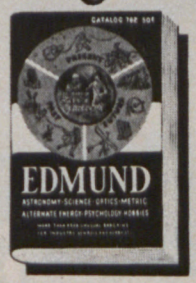

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TEACHER OPINION POLL

Social Problems

Among the questions NEA Research asked teachers in its 1975 nationwide teacher opinion poll was: "Which of the following do you believe will be major problems facing our society in the next five years?"

Respondents were to check 22 possible problems. Following is the list with percentages indicating the problems as major:

Shortages of energy	83.9%
Runaway inflation	79.0
Lack of priorities for human values	78.3
Depletion of national resources	77.4
Economic depression	76.8
Environmental pollution	68.7
Tax structure	68.5
Organized crime	61.4
Drug abuse	60.5
International conflict	58.3
Lack of national purpose	52.8
Productivity	50.1
Racism	40.0
Overpopulation	39.0
Drift toward authoritarian government	37.6
Suppression of individual rights	33.2
Domination by military-industrial complex	23.5
Affluence	22.3
Technology	21.9
Sexism	21.2
Sex-role stereotypes in education	14.3
Isolationism	12.5

A problem confronting some school systems during the past year concerned community opposition to the use of certain textbooks and films in public schools. To see how widespread this problem was, NEA Research asked teachers if it was a major problem, a minor problem, or not a problem. More than 8 respondents in 10 (83.0 percent) said that it was not a problem; about 1 in 7 (15.2 percent), that it was a minor problem; and the small remainder, 1.8 percent, that it was a major problem.

Those who indicated that it was a problem were then asked if the public criticism was justified. A little more than a third (39.2 percent) of this group said that it was; less than half (45.7 percent), that it was not; and the remainder were undecided. Thus, of the total group of respondents, about 7 in 100 considered public objection to the use of certain textbooks and films in the public schools a problem and justified, and about 8 in 100 considered public criticism a problem but not justified.

—NEA Research.

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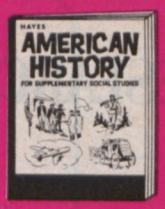

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RESEARCH CLUES

By ASA HILLIARD
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Findings like those reported here have to be assessed carefully. What works in one situation may not in another. A single study seldom settles an issue or determines "the truth" once and for all. Knowledge accumulates slowly.

But new ideas deserve our consideration and often repay it. Moreover, we may sometimes be struck as much by the audacity and ambition of a researcher as by his or her results. If a study opens up a new field of speculation for us, that may be contribution enough.

Does "weekly" or "occasional" watching of *Sesame Street* for one year reduce the educational gap separating advantaged and disadvantaged children before they enter first grade?

No. The Metropolitan Readiness Test (MRT) is a standardized test for the assessment of readiness skills of beginning schoolchildren. The skills needed for the development of readiness are similar to the general instructional goals to which the content of *Sesame Street* was directed.

During the first season of *Sesame Street,* 500 kindergarten children were studied, and their MRT scores were compared to kindergarten classes of two prior years. The study concluded that *Sesame Street* did not appear to improve total readiness or particular skills involved in the separate subtests of the MRT, apart from the Alphabet Subtest.

Another tentative finding was that for the experimental group, the gap between the sexes appeared to close, although it appeared to widen between social classes. A final conclusion was that there seemed to be a lack of uniformity of effect from exposure to *Sesame Street.*

See Judith Haber Minton, "The Impact of *Sesame Street* on Readiness," *Sociology of Education* 48 (2):141-151, Spring 1975.

If both regular and special education have been ineffective in the past, will a joint effort—mainstreaming—be effective?

The authors claim that much of the mainstreaming literature has tended to obscure critical ethnic characteristics of the children to be mainstreamed. They call for a perspective which can identify and effectively modify the potential sources of failure for these children.

In California, the majority of students to be mainstreamed would be Blacks and Mexican Americans. In Boston, this same group would be largely Blacks and Puerto Ricans. In the Appalachian areas of Southern Indiana, Kentucky, and West Virginia, the group would be white children of low socioeconomic status.

The implication of the authors' findings is that these children have specific needs which can, in large part, be met by the teacher and the curriculum if school people are aware that the task calls for a multicultural, pluralistic approach.

See William J. Mosley and Howard H. Spicker, "Mainstreaming for the Educationally Deprived," *Theory into Practice* 14 (2): 73-81, April 1975.

Is career education the curriculum fad of the 1970's?

No. There is now the basis for an integrated program that focuses on the self-development of individuals and the tasks facing them as they move through various stages of career over their life span.

The public has tended to equate career education with occupational training; teachers have generally enlarged that conception to "work" as the central focus: the proponents of the Minnesota Career Development Curriculum (CDC) look at career education as education for life and living.

Drawing on the work of Piaget, Erikson, and Havighurst, the CDC team has defined a set of sequential career management tasks, including tasks for the primary years, the intermediate years, the junior high years, the senior high years, and the postsecondary years.

See Career Development Issue, "New Statement of Developmental Tasks," *Personnel & Guidance Journal* 53 (9): 642-643, May 1975.

Do the problems that black high school students have with reading necessarily indicate poor reading skills?

No, says the research reported in this study. Among the elements which the author identifies as contributing to the confusion about teaching black students are the following:

Poor pedagogical practices and lack of collaboration of reading teachers and content teachers; overemphasis on "dialectal interference" (the conflicts or distractions which black dialect seems to cause in reading the standard materials); the disagreement among teachers concerning reading style and reading competence; the inability of subject matter teachers to determine whether or not the students in their classes are able to read effectively.

See Ruby W. Martin, "Realities and Fallacies of Teaching Reading to Black High School Students," *Journal of Reading* 18 (6): 445-454, March 1975.

Do male tutors effect greater gains than female tutors in the reading achievement of Mexican-American boys?

Only in a very limited way. Sixty boys from the second, third, and fourth grades were assigned to 10 male and 10 female tutors. One-half of the male tutors and one-half of the female tutors were Mexican-American and the other half were Anglo. The tutors worked with each student twice a week in one-hour sessions for a period of eight weeks. Two standard tests were administered as pretest and posttest measures.

The results of the study suggest that male tutors effect greater gains in the reading achievement of Mexican-American boys for at least one grade level—in this case, the fourth grade.

See Lance M. Gentile, "Effect of Tutor Sex on Learning to Read," *The Reading Teacher* 28 (8): 726-730, May 1975.

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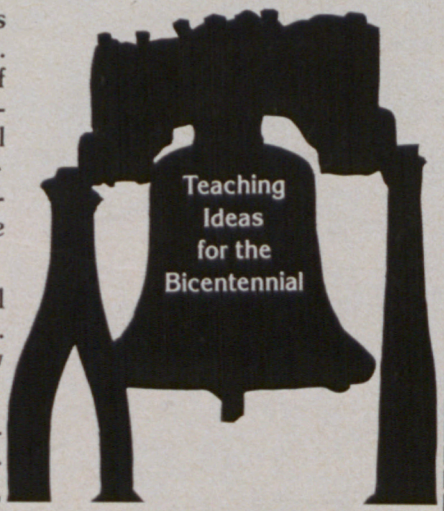

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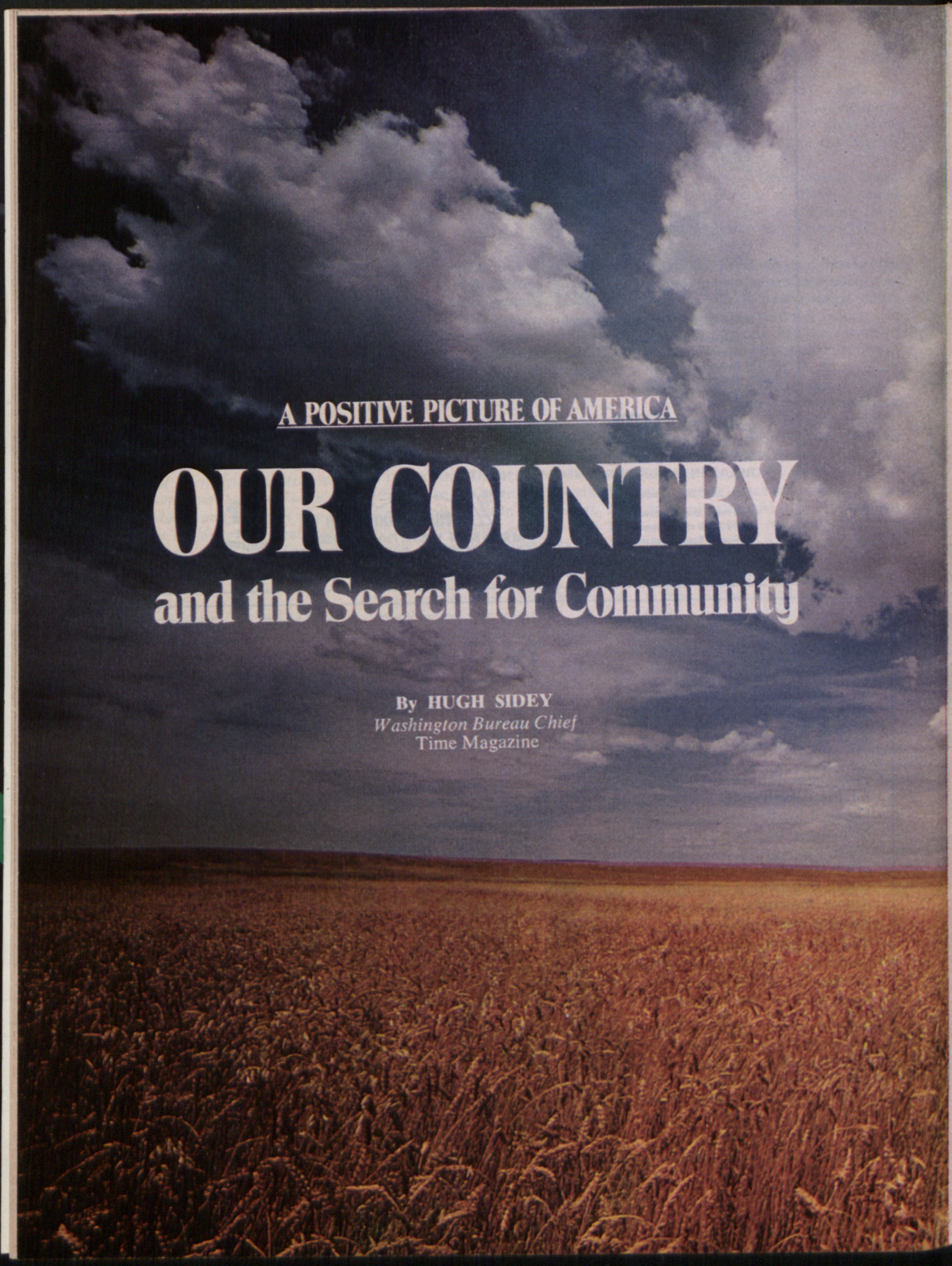
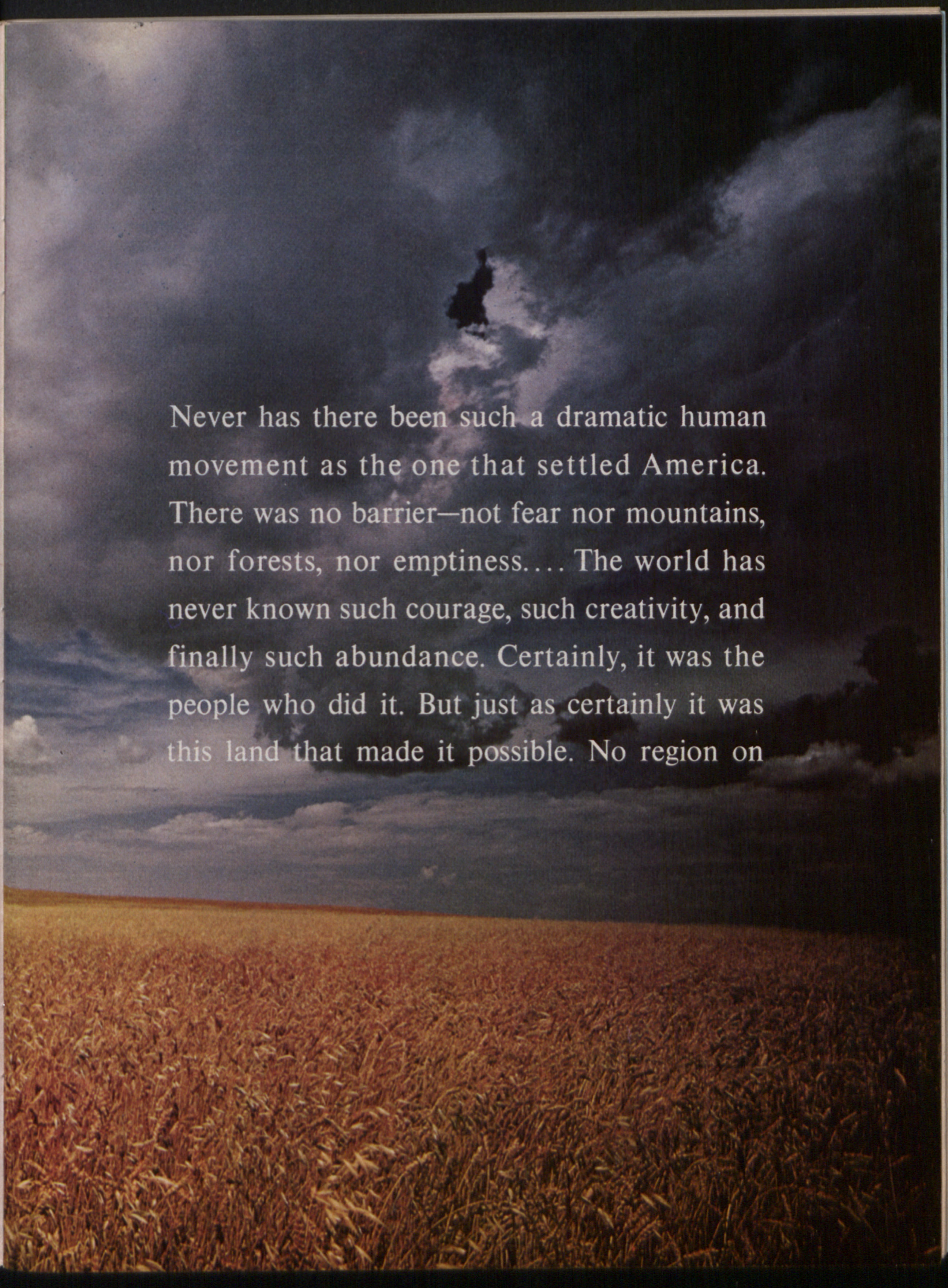


A POSITIVE PICTURE OF AMERICA

OUR COUNTRY
and the Search for Community

By HUGH SIDEY
Washington Bureau Chief
Time Magazine



Never has there been such a dramatic human movement as the one that settled America. There was no barrier—not fear nor mountains, nor forests, nor emptiness.... The world has never known such courage, such creativity, and finally such abundance. Certainly, it was the people who did it. But just as certainly it was this land that made it possible. No region on

this earth has offered such a fruitful combination of resources and climate. Nowhere else is such a rich variety of natural beauty flung across so great a distance. It is ours. It is young.

It is not without worry. The doomsday predictions of the Club of Rome warn that we will run desperately short of food and raw materials within a hundred years, face the grim prospect of literally consuming ourselves to death. Individuals like Washington University's Barry Commoner have warned about how we will soon exhaust our clean air and fresh water unless we change our ways.

These extrapolations are difficult to accept. There is something coldly analytical about them, and they do not translate easily into the human experience. Yet, I have seen the scars we have left on our land. On almost any plane flight in the daytime one can see the buildup of smog over our metropolitan areas, the rivers turning dark and forbidding from the wastes poured into them.

It is a warning. My feeling is that we teeter now on the brink. We can rescue ourselves and begin to heal our land, our nation. Or we can plunge on carelessly consuming ourselves into oblivion. We are beginning to anguish over the choice, and that is a good sign. There still is more beauty than ugliness in this country, more untouched than destroyed. We must find a balance.

I have lost count of the times that I have traveled the Eastern corridor from Washington to New York, the ultimate in megalopolis. By train, car, and plane, I have hurried back and forth. There are hideous stretches—dark and rotting buildings and so many acres of concrete that nobody has an accurate assessment of the area smothered.

There are seven metropolitan areas of more than a million population; a sixth of all Americans live there. But there are also stretches where one cannot see any buildings or hear a truck. There are islands of purity that have not been claimed for housing developments, there are, even in the most congested areas, remarkable stretches of land that have been washed over by people but have been reclaimed with trees and grass.

The situation is not hopeless. We need some national concept of land use, some better city planning (people planning, really), and, most of all, a better idea of the quality of life. We need new priorities. We need to sort out of the jumble of steel and glass that which is good and that which helps free us for the pursuit of happiness we promised ourselves. We need, too, to take another look at the principles of human conduct on which we founded this nation and at the scale of human experience so eloquently expressed in the streets and backyards of Colonial Williamsburg, in the comfortable and manageable dimensions of New England's villages.

The movement is growing. There is a perceptible trickle back to the small towns, the evolution of shopping centers into true community centers—distant cousins of the old village green. There is some slight movement of people back into central cities, and that may not be so much to lose identity but to find it in a neighborhood that is rebuilding, seeking to establish its own life and character within the bigger city, much as in London, which is a city of villages.

The Bureau of the Census for almost 200 years has cranked out the statistics on our numbers and places of residence. Those incredibly wise and practical men who wrote our Constitution put it in there that we were to enumerate ourselves every 10 years, the first time in history that a nation set in motion on the day of its founding a process of statistical profile.

Now it is popular to point out that most of our people have clustered in three areas—along the Eastern seaboard, around the Great Lakes, and along the West Coast—and to suggest that, like Europe, we will ultimately be a society of cities. In 1974, 75 percent of the American people lived on 1.5 percent of the land. The assumption that we will ultimately be a society of cities was an easy one until Irving Kristol, an urban expert from New York University, took a look. He pointed out we may be headed toward an urban civilization without cities, a peculiarly American mutation.

Only 30 percent of the American people live in places with a population of more than 100,000, the layman's idea of what a city should be. This is just about the same as the percent of people living in communities of less than 2,500 population, truly rural areas. The proportion of the people living in cities of more than a million is the same as it was in 1920. "The urbanization of America is thus more accurately described as the suburbanization of America," Kristol wrote in one of his treatises.

The reason is that in the American heritage is the strong assertion of space, a legacy of boundless land. Europeans built their cities to live in. Ours were utilitarian devices, conceived sometimes furiously, says Kristol, for industry and commerce. The American preference has been and still is, George Gallup confirms, for noncity life. One of his polls showed that some 80 percent of the American people preferred suburban, small town, or rural life over city life.

As if to prove the point, in the middle of 1974 the demographers in the government came upon some new facts. They found that the movement of people back to small cities and towns of the United States had accelerated to the point that the rate of growth in the nonmetropolitan areas had exceeded

that in the large cities and suburbs. The change was recorded for the first three years of the 1970's and in demographic terms was one of the most dramatic shifts of direction in population of this century.

It does not mean that the people of the United States are going to be redistributed overnight. The large population centers are continuing to grow, but at reduced rates. What it could mean is that by the year 2000 we could reduce the degree of congestion in the metropolitan areas, bring a higher standard of living to many of the depressed rural areas. This change in population direction comes from the two obvious causes—disenchantment with city conditions and more jobs available in the smaller communities, the latter of which represents a dispersal of industrial concentration that concerned sociologists have long advocated.

So after coming together so frantically following World War II, we may have found that most of us never did want to be that close to each other, that we are still gripped by the earth. My suspicion is that a part of these inner urges is the desire to find a manageable size in our existence, to get a grip on our surroundings, to sink down roots.

Vance Packard, who diagnosed us in his book, *A Nation of Strangers,* was not the first man to detect "a society of torn roots" that has produced a malaise of loneliness reflected in our songs and poetry, and, more seriously, in shattered families and leaderless communities. *The New York Times*'s Anthony Lewis wrote, "I have no doubt myself that one of the great unspoken forces in the life of Americans today is a longing for community, for human contact and human concern."

Wherever one turns, new literature—and old—beckons us to scale down our covetousness, to pause and come back to ourselves. There are limits to growth—emotional and intellectual as well as material. Donald Connery fled from New York and half a dozen of the world's great cities to settle in a small Connecticut town, and he wrote a book about the rhythm and meaning of that life.

His scripture was from Thornton Wilder's play, *Our Town,* which was about "the way we were: in our growing up and in our marrying and in our living and in our dying" in a tiny New Hampshire village at the turn of the century. Wilder said about his play that it was an attempt "to find a value above all price for the smallest events in our daily life."

Connery found much of that value in his town and hinted that God surely had meant for people to live in such surroundings. "There are times," he writes, "when I can bring myself to believe that a town like this one, far from being a relic of the past, is something of a model for the future. . . . There is a visible yearning for a greater harmony of man and nature and for the intimacy of participation in a society of reasonable dimensions, whether a commune, a rural settlement, a New Town, an old town, or an aroused city neighborhood that has won for itself some measure of community control."

That feeling has come to me in many ways as one exposed to public sentiment. A letter that arrived one autumn morning was as moving as anything I had ever read, a tender cry to preserve our soul.

"Autumn is here," a woman wrote from Michigan. "I wish all of her gaiety could remain. I dread the cold, the snow. I well remember when I looked forward to the first fall of snow, sliding on it, and going with my young friends to top the runners that came to town. The friendly farmers would step and let us hop, and there was the odor of wet hay, the odor of manure from the horses. And after being exposed to the cold ride on the sleigh, it was always a delight to return to Mom and a warm home, especially the hearth fire. We no longer have those wonderful simplicities to enjoy, to walk the quiet streets when their lamps were like candlelight when the snow was falling at night."

Those wonderful simplicities are not lost, just buried. Time and events may uncover them.

All of us are formed out of layer after layer of experience laid on the bedrock of our youth. We hold within us some lasting traces of the special places in which we grew up and began to understand the world around us. Character and outlook are built like a geologic formation out of the strata of time and events. But always there is the foundation of first experience, outcropping in human traits throughout our lives, emerging as time erases the thin markings of our society.

After each experience we begin another. There is no end, nor any escape. Now the challenge is not to win a land or enlarge it, but to preserve it. □

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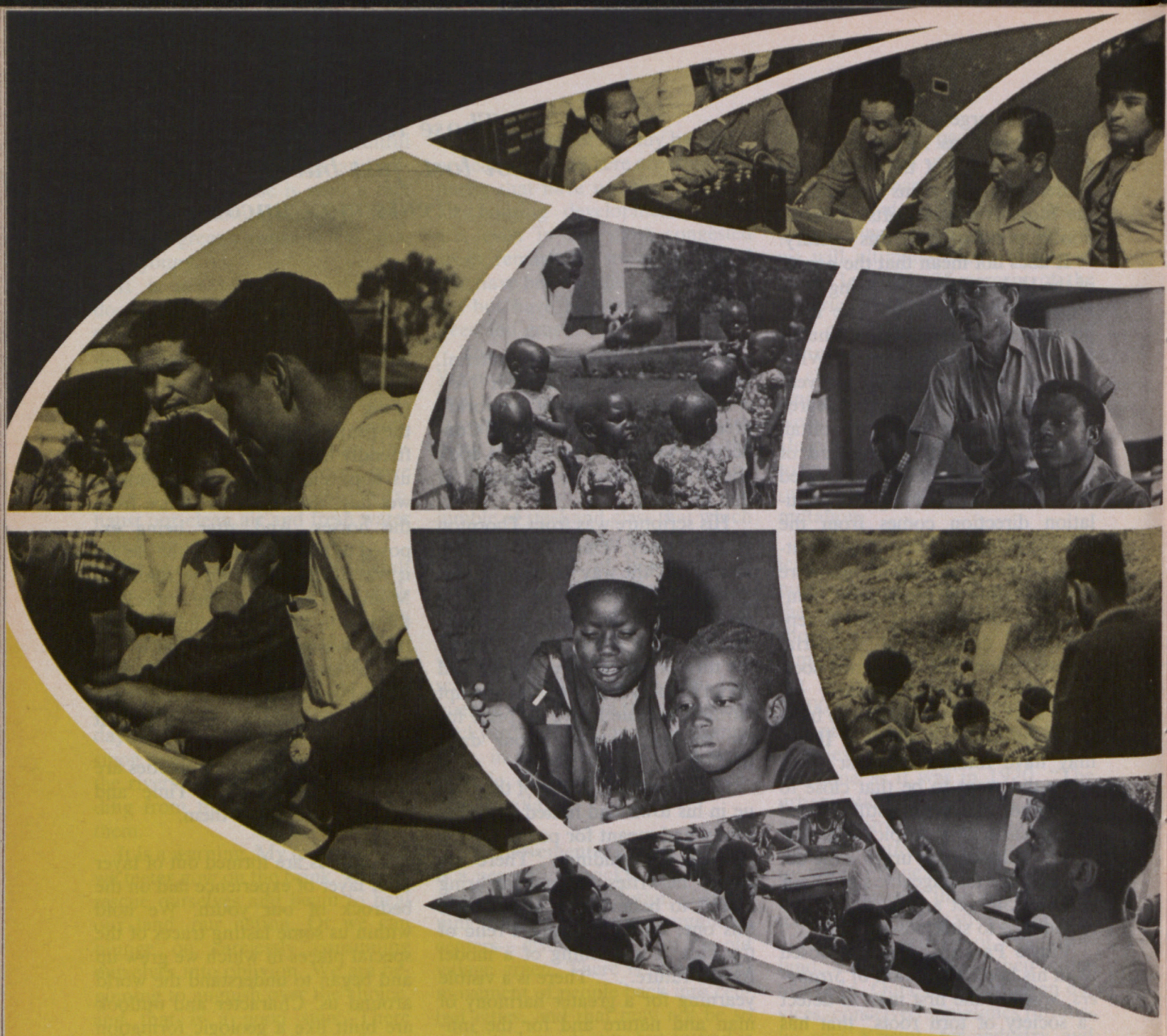


Chauvinism and Realism in a Global Community

By JOHN M. THOMPSON
Secretary General, World Confederation of Organizations of the Teaching Profession.

There is a strong trait of chauvinism in us all—even when we recognize the imperative need for international cooperation. We may not go as far as Chauvin in blind idolatry, but we all have a measure

of "pugnacious patriotism: a warlike spirit," as chauvinism can be defined. Even forecasts of planetary disaster have failed to shake our complacency or our satisfaction in saying with Sir Walter Scott "This is my own, my native land."

We do not seek to be chauvinist; we just are! The spirit manifests itself more in some than in others. We have only to see pictures of soccer referees for international matches with police protection to realize how our chauvinism can affect us.

We all seek a global community, but subconsciously at least, on our own terms, with the minimum of interference in our national way of life. It is not easy to see things from the other fellow's point of view.

There are many problems, the most obvious of which is the language barrier. We cannot hope to understand people if we cannot communicate with them. We can read translations of what they write or listen to interpretations of what they say, but we cannot understand the spirit behind the words unless we know their language.

Let us look at some other problems that plague our global com-

Educational changes in one area of the world affect education over the whole world.

munity and then see how our own World Confederation of Organizations of the Teaching Profession (WCOTP/CMOPE) seeks to build such a community of teachers and thus contribute to the global community of peoples.

On a rational level, we accept the value of interdependence in the contemporary world; we recognize the need to work together to solve problems of worldwide significance. On an emotional level, young people feel this need very deeply. They seek a pattern of cooperation outside existing national and international structures, because the power struggles inherent in formal structures militate against the achievement of this aim.

Many look to education to solve the world's problems. Some see education as a structure that enables teachers to play a free and creative role in promoting change. Others see the educational structure itself as a force for promoting new concepts in interpersonal and international relations. But the educational system does not exist in isolation; home life, the surrounding society, and political forces all impinge on it.

We seek to stand by principles, but principles may clash, and then we face problems. We want, for example, to respect cultural differences within multiracial societies but also to promote equality of opportunity for all.

How then do we reconcile the right of Pakistani parents in England not to send their girls to coeducational schools when we believe that coeducation promotes equality of the sexes? How do we develop an educational system that promotes a national identity *and* provides individual identities for people whose cultural backgrounds are different from the national culture? If we have these problems within nations, we can easily recognize the difficulties we have in these same areas among the nations. How do we reconcile, for example, the imperative of interdependence with the right of self-determination?

We are also in a great hurry to achieve our "brave new world" in our own times. We conveniently forget that many peoples are separated by centuries of hostility. We even expect that peoples who were colonized for long periods will forget all about the past the minute they are independent. We become unjustly intolerant of what seems to be their delay in putting their houses in order.

We generalize about and oversimplify what we seek. During a period of war, hot or cold, our objectives become simple. We know who our "friends" and our "enemies" are. In peacetime, we find the goal of global harmony elusive, and we turn our minds toward movements for which we can "fight." We find international political and religious movements easier to comprehend than the United Nations, because there is a factor of unity—or we believe there is a factor of unity—in these particular movements that does not interfere with our national conceptions.

We support educational movements for the promotion of cooperation in reading or in curriculum or in the revision of history or in the promotion of Esperanto. We find great satisfaction in the limited target. We wish that the broad concepts of interdependence between national groups were as easy to comprehend. They are not as easy to understand—and yet they are manifestly of greater fundamental importance if we are to build a world of peace and to serve and preserve that world.

The World Confederation of Organizations of the Teaching Profession was set up to promote this objective within and through the education process and the teaching community. The National Education Association has played—and continues to play—a major role in the development of this pattern of cooperation and in the determination of its philosophy.

Over the years, the member organizations of WCOTP—124 of them in 78 countries—have arrived at a fundamental philosophy which is widely accepted.

It is based on the following principles: respect for the rights of individuals and freedom for groups to associate and to act; promotion of equality of opportunity and the rights of minorities; participation of teachers and of their organizations in the evolution, determination, and implementation of educational policy; promotion of truth and critical thinking in education; recognition of social responsibility and the importance of education that is free of prejudice to foster international understanding and

As the NEA seeks to promote "A Declaration of Interdependence: Education for a Global Community" in this bicentennial year, WCOTP seeks to do so at the world level.

peace; and the safeguarding of the common interests of teachers.

Within the framework of these principles, WCOTP promotes activities by which the national member organizations work together for common goals, to promote international understanding and to satisfy national objectives.

Educational changes in one area of the world affect education over the whole world—whether we want them to or not. Therefore, teachers should know about these changes. In the past, all education has been influenced by the philosophy of John Dewey, the basic school of Mahatma Gandhi, the preschool concepts of Maria Montessori. Today, education is influenced by the educational reform of Sweden, the integrated kindergarten through twelfth grade of the United States, the Teaching Service Commission of Kenya, and the programs in Tanzania for the integration of education with work experience in a rural society.

WCOTP provides the means of knowing what is going on in other countries—in education and in the conditions of work for teachers—and of determining common policies in the face of such developments. It serves this end through its world assembly and regional and national seminars, through its publications, and through its clearinghouse services.

During the past 12 months, WCOTP held seminars in Mombasa, Kenya; Belo Horizonte, Brazil; Lake Malawi, Malawi; Cotonou, Dahomey; Stockholm, Sweden; Cali, Colombia; Adelaide, Australia; Helsinki, Finland; San José, Costa Rica; Calw, Federal Republic of Germany; and Morges, Switzerland.

These seminars have brought together teacher leaders from 70 countries to share knowledge and experience and to advance their work at the national level. They have enabled teachers to learn at firsthand the meaning of interdependence and the value of international cooperation. A structure like WCOTP is a necessary means to this end.

What governments discuss at intergovernmental meetings also has an effect on educational development over the whole world, even for those who operate within federal structures. Concepts get credence which they may or may not merit.

At meetings such as the Organization for Economic Cooperation and Development's Conference on Teacher Policy in November 1974 or at UNESCO's International Conference on Education in August–September 1975, U.S. representatives influence and are influenced by the outcome of the deliberations. Even more important, education authorities use or misuse the outcome when that suits their purpose.

WCOTP, representing the teaching profession, was instrumental in significantly changing the outcome of both these Conferences in the direction sought by teachers. Organized professionally and working through their extensive international network, teachers can act as a contemporary force for educational leadership which can equal any force from the past.

International professional solidarity is important. When teachers in Japan face their government over teachers' status, the status of teachers everywhere is under fire. When the government of Chile prevents the national teachers' union from operating, the rights of all organizations are challenged. When the teachers of Honduras look upon their schools destroyed by hurricane Fifi, all teachers have lost something.

Putting together a pattern of cooperation is like assembling a jigsaw puzzle. Representatives of national teachers' organizations from around the world will come together in Washington, DC, in August in the 25th Assembly of Delegates of WCOTP. Each will bring a piece of the puzzle. Will the pieces fit? Not perfectly, that is sure, but they will come closer to forming a picture than they would under any other framework.

As the NEA seeks to promote "A Declaration of Interdependence: Education for a Global Community" in this bicentennial year, WCOTP seeks to do so at the world level. It is essential that we both find an answer—but, please, do not let us assume we will find the same answer. We will probably not. Recognition of this fact is fundamental to the achievement of our aim of interdependence among national teachers' organizations in the service of interdependence among the peoples of the world. □

Leading Out and Letting Be

By ELIZABETH MONROE DREWS
Professor of Education, Portland (Oregon) State University.

Quite undeservedly, the creative and gifted have been for many years our most neglected minority. By some strange distortion of the notion of equality, attention to the special needs of the gifted has been viewed as elitist or downright undemocratic. And within the ranks of the creative minority itself, the most significant minority of all—those whose excellence is ethical and humanitarian—have been traditionally ignored while scientific and mathematical talent has been encouraged. Yet what use is it to train the mind if the morals are corrupted? A higher than average intelligence linked to a lower than average ethic is a positive menace to society.

Now more than ever is the time for programs offering special education for the extra-special abilities and for reaffirming the primacy of moral creativity, both public and private. The spreading tides of change lap at every beach and inlet. Large numbers are becoming aware of the dazzling potentialities which are the human heritage, so that the transformation of individuals and society is not only urgent but possible. To move to a higher level of civilization, local and

global, we depend on the gifts of the most creative—on their original thoughts, the beauty of their aesthetic expression, and their humanitarian motives. As Abraham Maslow has said, "Capacities clamor to be used .... Capacities are needs." But they should be used in the service of humanity to further the common good.

Education must have a new emphasis in order to meet the needs of the gifted for self-fulfillment and the equally great need of society for their insight and their service. We must recognize that beyond cognitive or aesthetic achievement lies that special creative talent which we might call empathic and altruistic genius. Consequently, we must initiate programs of education where the gifts of the unusually talented will not only come to fruition but will also develop beyond the merely personal and selfish expression to an outreach in terms of others. The aim of these programs must be a synergic unity, where what is best for the self and what is best for society are the same. Individual uniqueness and the unity of all people are inseparable.

Clearly, we shall never meet the needs of the gifted by systems of prescribed programming, by behavioral objectives and accountability. The prime characteristic of the gifted is their individuality. The precondition of creativity is spontaneity. The creative moment is an intuitive flash. Those of our students who have this potentiality cannot be made to fit into neat sequences or stages of development, whether of intellect or character, as Piaget or Kohlberg suggests.

The creative minority refuses to go along on all fours with everyone else. The great scientists, like the great artists, are more given to intuitive leaps than to the inductive method that the scientific establishment conventionally professes. Indeed, it is these leaps from the known to the unknown that characterize the learning style of all creative intellectuals. If we intend to educate the gifted, we should not couch our goals in terms of the usual behavioral objectives and lesson plans. They are hindrances, not helps.

The creative and gifted students reach out beyond

the amassing and recall of facts. They are at home with the overarching concepts involving the great unitive themes. They strive for a coherent view of themselves, of the world, and of human destiny. Indeed it is by this quality, more than by standardized tests, that we can identify them, for they are ever seeking the interrelations that lead to a higher synthesis. They haunt the libraries and cull the books which bring them in touch with the great minds of the past and the present. Emerson and Lincoln, the Bronte sisters and Eleanor Roosevelt were not educated on a daily surfeit of commercial television.

What form should education of the gifted take? We must seek to combine "leading out," *educere,* of the Western tradition and "letting be" of the Eastern. The gifted student should not be left without guidance or without possibilities from which to select—left, as Herbert Read so aptly said, "beating his wings in the void." The teacher's task is to inspire and release. Teachers open a cornucopia from which the student may choose. They suggest guidelines for choices, for what is worth knowing.

For "leading out" the creative and the gifted, the role of the teacher is crucially important. The teachers who have the greatest appeal to the gifted are those who combine two characteristics.

First of all, they must know a great deal, and their knowledge should extend to the far reaches of their subjects. (Those who are themselves excited learners can communicate this feeling to their students.)

Secondly, they must have a superlative ability to relate to others. For the gifted as well as for all students, the creative teacher is one who has faith in young people and loves students, who is cooperative and kind, who is democratic and considerate. Such teachers act on the belief that all human beings are naturally good and have transcendent potentiality. With such values and guidance, the student can make the most fundamental decisions—choices of life-style and world view—as well as the minute-to-minute choices of which most people actually remain unaware.

Questions about human ultimates are always questions about values. They reach beyond process to product, beyond means to ends, beyond technology to imagination. Moreover, it should be emphasized that the central issue in values is not the clarification but the choice. Hitler and Stalin were very clear about their values—and where did that take them? In studying values, the creative and gifted should be made aware of the distinction between the lower ones (e.g., money, status, power) and the higher (such as beauty and truth, justice and love).

Teachers must balance the "leading out" and the "letting be." Students must learn that the world can be both free and meaningful, that there are no easy answers to hard questions, and that truth is more a direction than a point of arrival. Such understandings will probably be greatest in those times of open exploration of life in all its chaotic unpredictability. At such moments, students may sense the joy of coming to original conclusions, and as Einstein did, they may pause to revel in the mystery of the unknown.

The potential within each individual will be most likely to awaken and flower if the conditions are right for growth. Before we are born, our genetic templates are already laid out, and for each of us the roulette wheel of heredity stops at a different number. But given these starting points, our various environments trigger the growth of the varying capacities of each person in unique and unknown ways. Most of the talents in most of the gifted (as well as in the not so gifted) lie dormant. Hence, it is very important to plan an environment which is likely to nourish growth of many kinds.

We must recognize not only that all of us differ but that the most diverse are the creative and gifted. Each such person is literally one of a kind. But just as all of us must be aware of our common humanity, so it is essential that the most gifted never forget that they are one with the least of their fellow creatures. Literally, all souls are one.

"Letting be" can more appropriately occur when the conditions of "leading out" have been provided. When the environment is both responsive and evocative, then freedom can soar.

Part of my utopian dream for gifted children and youth has been the establishment of a new community whose core is a learning mall. Out of this nucleus, activities would be provided for every interest and for all age groups. To staff the learning mall, a learning center would first need to be organized to educate a small number of teacher/leaders animated by a spirit of freedom and altruism. Only such an innovation can breathe life into the constrictive, automaton-like schools or the even harder commercialism of the city centers.

We may learn much about the true science of the gifted if we will forego the assumptions of a behavioral psychology and the apparatus of a "technology of learning." We may learn from the poets and the philosophers, the seers and the prophets, for theirs is the language of the imagination. Let us all recognize that gifted children have great insights from the beginning and that our task as teachers is the Socratic one of leading out the creative and letting them be where, as Rousseau, Wordsworth, and Thoreau divined, they can discover what in truth they already know. □

Dr. Drews is author of *Learning Together: How To Foster Creativity, Self-Fulfillment, and Social Awareness in Today's Students and Teachers.* Prentice Hall, 1972.

Harry Galanty

By MARY KAY MURPHY
Free-Lance Education Writer and Former English Teacher.

Harry Galanty is one of three children who grew up in the small brick house on 1474 Wessington Drive in Atlanta, Georgia.

He is a graduate of Grady High School, an integrated inner-city school, which was once known as Boys High and which once served the prominent young men from Atlanta's best families. Today, Harry is a freshman at Harvard on one of the College's 50 National Scholarships.

Twin sisters of Harry's, Carole and Diane, are sophomores at Georgia State University. Carole is concentrating on public relations and communications; Diane is not as definite in her goal.

Harry's father is a postal clerk, holding a job he has had all the years Harry and his sisters were growing up on Wessington Drive.

When Harry was nine and his sisters were 12, their mother died.

At 18, Harry—tall, thin (perhaps from missing too many meals while absorbed in a project), and wearing horn-rimmed glasses—looks the epitome of the student-scholar.

As Harry was growing up, no one at home urged him to learn or shaped and shared his academic life and goals.

"A student such as Harry Galanty refutes the belief that all academically gifted students come from verbal, high socioeconomic, academic-achieving backgrounds," says Margaret Bynum, education adviser for the Georgia Department of Education's Program for the Gifted.

"I didn't need home to learn," says Harry, "and I didn't need school to learn. I teach myself and I can do that anywhere. What I needed at school were the library for its books, the laboratories for my experiments, and the students and teachers for my social interaction."

By all measures, indices, and scales, Harry Galanty is a gifted student—a genius or near genius.

"We define students as gifted if their cognitive powers when developed allow for innovation, evaluation, problem solving, leadership, and/or coping effectively in the complex realm in which they live," says Margaret Bynum. "We expect about 3 percent of our students to fall into this category, with all of them scoring at least 1.3 standard deviations above the mean on a standardized test. On that basis, Georgia has an estimated 30,000 gifted students and the country has about 4 million."

"My greatest problem in the past was being considered one thing or another, a mathematician or a scientist or a genius," says Harry. "I hate the idea of being condemned to being one thing. I am seeking a balance now. In ninth and tenth grades, I was seeking to be a classical scientist; in eleventh grade, a mathematician; in twelfth grade, a poet; and now and in the years ahead, my goal is to be a simple human being.

"A simple human being has a balanced life, appreciates what others are doing, and accepts himself. No one is gifted at birth in becoming a simple human being. No one is born naturally happy with life. That is a real mountain to scale."

Two of his high school friends traced Harry's progression from excelling in only one area to seeking a balance in skills in all areas.

"I've known Harry since he was a ninth grader and I was a tenth grader," says Duke University sophomore, Neil Williams. "We were working on our science projects together and had a common interest. But he branched out into other things like computers and poetry and intricate math projects.

"No doubt Harry would have been an excellent student wherever he went to school, but Grady High has been a good place for him because he has been free to do research and to study on his own. He would have been like a robot in a school if he had been forced into a highly structured situation."

Randy Picklesimer, a freshman at Georgia Tech, has known Harry since they shared a ninth grade German class together. "I used to want to discuss far-out ideas, and no one would discuss them with me but Harry," says Randy.

"Harry used to feel that he was alone in his feelings. But now he is interested in literature, and it has given him a feeling that he is not alone, that he doesn't struggle by himself. After reading Ibsen, Strindberg, and T. S. Eliot, he is aware that others feel what he feels.

He loves poetry. He is becoming aware of the universal nature of feelings."

Lewis Terman, pioneer in studies on identifying, testing, and educating the gifted, suggested several conditions for their education: Gifted students should work at their own pace, be accelerated beyond their age group, work independently much of the time, develop persistence and creativity, meet and work with other gifted students, and have ample access to guidance in reaching major decisions.

Grady High School's approach to scheduling Harry's work has included all of Terman's conditions.

During his academic career at Grady, Harry amassed some impressive honors and awards. His tenth grade science project, "Planetary Tidal Waves and Their Relation to Solar Flares," a computer-calculated project, was Grand Winner in the Atlanta Science Fair and First Place Winner in Geophysics at the International Science and English Fair in San Diego.

"In my 35 years of teaching," says Grady mathematics teacher Martha Barnes, "I have never taught a student more able or more personable than Harry. He not only won first place in geophysics at the Fair, but he was, in my opinion, the best-liked student there."

During the summer between tenth and eleventh grades, Harry went to Ohio State University, where he was honored as one of the top 25 mathematics students in the nation by the Mathematics Association of America.

"The 'Olympiad' at Ohio State brought together the brightest of the bright," says Mrs. Barnes. "Students took a special test to earn this honor, and Harry made it on his own. All he ever needed a teacher for was enrichment. He taught himself trigonometry, analytical geometry, integral and differential calculus, and computer science. He never scored less than 800 on the advanced math section of the College Board exam, and although he never had a formal course in physics, Harry scored 780 on the College Board exam in physics in tenth grade and 800 on that exam in eleventh grade."

"Analyzing the L Game" was Harry's eleventh grade science project, again an Atlanta First Place Winner and a First Place Award Winner at the International Science Fair held at Notre Dame.

Between eleventh and twelfth grades, Harry took part in the Georgia Governor's Honors Program, one of 400 advanced students in the state to attend. His area of excellence was mathematics. [See "Georgia's GHP" in the May 1973 issue of *Today's Education* for more about this program.]

Senior year brought additional awards and honors. Harry was elected co-president of the student body; achieved the top National Merit Score in Georgia; was STAR Student in the Atlanta School System; and was offered four full scholarships, accepting the one at Harvard.

Other significant achievements of Harry's high school career included attending the National Junior Achievement Conference at Indiana University for two years. One year Harry won Third Place for being an Outstanding Businessman. He also won a First Place Award for Public Speaking.

Deeply involved over the past two years with inventing his own words and concept families, a skill frequently associated with the academically gifted, Harry finds this new area of study his greatest challenge and the arena in which he may make his greatest contribution. Feeling like Leonardo da Vinci in that he senses himself to be the first to come to this questioning of the meaning and applicability of words, Harry has come up with a new philosophy and a new word system to describe it.

"*Essentialism*, my new philosophy which complements existentialism, comes down from the inner essence in response to the part of you that's always there; it has three principles—freedom, respect, and love," says Harry.

Involved in poetry as a means of expressing his philosophy and as a means of showcasing his new words, Harry is now writing "the poem of my youth" to personify his philosophy of essentialism.

Titled *Water, Earth, and Sky*, the poem uses 10 of Harry's new words, and he is interested to see if they will catch on. "The poem will make a big break with poetry," he says. "It will refer to itself, not other existing creations. It has its own mythology and will have very specific scientific passages."

Appraising his own abilities, Harry sees himself as a *monoversalist*, one who has dreams in life and pursues those dreams, a person who takes the problems of life and works on them. Omniology will be the means Harry will use in his monoversalist approach to life. *Omniology*, the study of everything, is another of Harry's word inventions.

"In terms of true learning, I plan to learn all my life," says Harry. "I know I could easily become a scientist and not much more. Maybe even a good one.

"But I have a different picture of myself in the future. One of my next dreams is to travel from place to place. I feel homeless in myself. I feel everywhere is my home. I am trying to find a new path."

Not all the gifted in our nation who attempt to travel a new path will travel it with quite the depth, brilliance, and range of Harry Galanty. Yet their success, as his, depends on how much freedom they are given to find themselves and their way and how much confidence they can maintain along the way to become, as is Harry's goal, a simple human being. □

DeNeece Gurney

DeNeece Gurney, a freshman at Brigham Young University in Provo, Utah, graduated from East Brunswick (New Jersey) High School last year. She exemplifies a typical gifted and talented student. Her accomplishments include graduating with a grade point average of 3.88 out of a possible 4.00, heading a modern dance department at a Maine summer camp, and being elected president of her high school student council and Governor of New Jersey Girls State.

Today's Education *interviewed Ms. Gurney to get her opinions on school and teachers.*

Q. If you could be editor of *Today's Education* for one issue, what message would you want to give to its readers—the teachers of America?

A. I would want to tell them to take their extracurricular responsibilities seriously and really work with kids.

Since I have been involved in extracurricular activities, I feel very strongly that some teachers who are advisers to clubs are forced into this kind of thing and really don't enjoy it. And when they don't, it hurts the students who are involved.

We had two good advisers to student council last year when I was president. They were new advisers, but they went to training camps and tried to find out how to do the job well.

These advisers—and others—helped me as a person and as a student.

Q. How?

A. Teachers and administrators had an open door and were willing to discuss problems with me. The principal always took time to talk with me and even though we often disagreed, he respected my opinions. Many of my teachers had this same open-door policy. It means an awful lot when students can have that personal one-to-one contact with a teacher.

Just to know that one teacher cares about you in school can be a big boost to a student. And the teacher doesn't have to be an adviser.

Many teachers don't realize how attached students are to them and how much students look up to them and watch their every move. Students are constantly talking about teachers—how they teach, how they treat students, how they dress. A large majority of the discussions in high school, at least where I went to school, were about teachers. Some are just adored and put on this big pedestal, and some are very disliked.

Q. What about the ones who are disliked? Why are they disliked?

A. Some are disliked because they are hard taskmasters. (Of course, they are also often good teachers.) Some, because students realize they don't care about teaching. They haphazardly correct papers or don't even read them. These are the ones who are waiting for the dismissal bell, who don't really put everything into their jobs.

I had one teacher who never corrected papers properly. I think that teacher had gotten her tenure and was getting kind of lazy, kind of tired. She may have had personal problems. Of course, that always comes in—teachers are human, too.

Q. Why else don't students like teachers?

A. Sometimes, they just don't like the personality of the teacher, or they think some teachers are very narrow in their views and set in their ways.

Q. What about teachers students do like?

A. A lot of them have likable personalities.

Q. What qualities does someone with a "likable" personality have?

A. They enjoy teaching. They sometimes get so excited about what they're teaching that students just love to sit and watch them.

They do not teach in a way that says, "Okay, here's the board. Here's what you have to learn. Copy this down. Memorize this." They teach in such a way that every student understands the lesson.

Q. How have good teachers helped you grow intellectually?

A. My chemistry teachers, who worked as a team, had us on a point system. It was sort of like college and gave us a lot of responsibility. I felt like a person, not someone who was dictated to.

The teachers would say, "Now this is what has to be done by the end of four weeks. We suggest that you plan your work accordingly." In the beginning, we would have a plan sheet and we would check it out with one of them, but we got to a point where we didn't need to do that.

They spent a lot of time with each student. That's

Students constantly talk about teachers—how they teach, and how they treat students.

where I learned the most—when the teacher took individual time with me.

Q. Were you able to do all the required work, plus extra?

A. Yes. Under this system, we contracted to do so much work for so many points to get an A or a B or whatever. If a student did extra, she could get extra points.

Q. What kind of extra work did you do?

A. I was interested in atomic energy, and I wanted to get into studying about it more deeply than the class. So I asked, "Can I do a project?" The answer was "Sure, outline it, and we'll sit down and talk about it." I did, the teachers okayed it, and I did a model of an atomic plant and how it works. I learned more from that report than I did in the whole regular course.

Q. How else have teachers helped you develop?

A. English was one of my worst subjects in high school. In senior year, I found composition so difficult and frustrating that I cried. I'd get B's or C's on my work when I was used to always getting A's. I finally wrote a letter to my teacher and said, "I need your help."

She told me that she hadn't been aware of my feelings and had me come in after school for help. She showed me where I'd been going wrong, and she also gave me a helpful book on English composition.

You know, not one teacher has ever turned me down when I've asked for help.

Q. Have there been other instances where a teacher or a course has met your particular needs as a student?

A. My French. I had French V in senior year in an honors program. The teacher was excellent—really good. We had a class of only eight, and we could get all the individualized help we wanted.

That course helped me and that teacher did, but so did my guidance counselor. If it weren't for him, I would not have made it through last year.

My mother got cancer during my senior year and had four operations. We didn't know if she was going to live. She's okay now, but she was sick for a year.

I was president of the student council and governor of New Jersey Girls State and had responsibilities in those areas. I also wanted to work on my dancing—a great love of mine.

When I was deciding on courses to take in senior year, my counselor sat down with me and said, "Let's write down what the most important things are that you have to do and what things you would like to do. Let's set priorities."

So I put first things first, and I developed a schedule I could cope with.

Q. What about your interest in the dance?

A. I started dancing when I was eight, taking private lessons. I wanted to become a professional dancer in New York, but then I realized, because of a lot of reasons, that I couldn't do it. So the summer of my sophomore year was the last time I danced in New York.

Q. Were you part of a company?

A. Yes, the Princeton Regional Ballet Company and the Modern Repertoire Company. I used to tour with them—but not extensively. But, that's before I became involved in a lot of things at school. My dance activities used to take up most of my life out of school. It was hard to cut down on them.

Q. Were you involved in the dance at school?

A. In senior year, I got permission to work on an independent gym course, because I did so much physical exercise out of school that I felt I was wasting my time in the regular program.

So I arranged to come to school earlier than the other kids and work out on my own in the gym. The teacher came in early, too.

I wrote two term papers on the history of dance, and I taught a gym class for three weeks. It was frightening—teaching my own peer group. We did modern dance and exercises. Then the girls and I created our own dances, and it was so exciting.

Q. Did you take dance classes in high school?

A. Yes, a regular dance class where we learned all kinds of dance—jazz, tap, and so on.

Q. Was there much that was new for you in this class?

A. No. But the teacher did give me special assignments. I like to direct, organize, and choreograph for groups. I just adore working with people. Because of these experiences, I enjoyed the class.

Q. What can schools do that they aren't doing to help students like you?

A. Because my high school is large, it has a varied curriculum and a lot of advanced courses and a lot of individualization. Those were of great benefit to me. Of course, smaller schools can't offer that, but for the gifted and talented, they could have teachers who are highly qualified who can give students what they need before they go to college or whatever. That would help, I think.

I'm completely satisfied with what I've had at my high school. □

A New Federal Priority

By **HAROLD C. LYON, JR.**
Director of Education for the Gifted and Talented, U.S. Office of Education.

There is a new educational priority in Washington that is struggling to compete for funds with the many other priorities—a priority in behalf of this country's most neglected and valuable natural resource, our 2.5 million gifted and talented youth. These are the future leaders of tomorrow—the Albert Einsteins, Ludwig van Beethovens, Mary Cassatts, Benjamin Franklins, and Martin Luther Kings. These are the youth who have the potential to change the world, to come up with a solution for the energy crisis and a cure for cancer if we do something about them today.

In this new national priority, we are emphasizing a broad definition of giftedness. We are as much concerned with youngsters who have leadership ability, creativity, and artistic talent as we are with the academically gifted and those with high IQ's.

Our national effort had its beginning in 1970 when the Congress asked the U.S. Commissioner of Education to submit a report on what was happening educationally to gifted and talented youth throughout the country. When submitted in 1971, the report revealed the following depressing problems.

- Fewer than 4 percent of the country's gifted and talented youth were receiving services commensurate with their needs.
- There was an erroneous belief that the gifted and talented come from "elite" upper-middle-class groups, when, in my opinion, there are potentially the same proportion of gifted and talented from the ghettos, the Indian reservations, and the barrios of this country.

The use of teacher nominations and group tests to identify the gifted is *not* the only way or the best way of identifying those from culturally different backgrounds. One promising means of identifying them appears to be peer nominations. Early findings indicate that when students nominate the gifted and talented among their peers, they are far more accurate than the 50-percent accuracy level for teachers. There is a need for more research in this area.

- Another false notion prevailed: that the gifted and talented can "make it" on their own. Yet a large percentage of dropouts are gifted and talented youngsters who were turned off by school.
- Administrators were not aware of the needs of these students. Over 50 percent of school administrators in a national survey said that they had no gifted and talented in their schools!
- In 1971, only 10 states had a full-time person employed in their state departments of education working in behalf of the gifted and talented. Yet a high correlation exists between such a full-time effort and excellence of programs for these youngsters in states. Most of the exemplary programs identified were located in states with full-time efforts. (This gave us a clue about national strategy. We knew we could not directly reach the nation's 17,000 school districts; however, we could hope to reach the 50 state departments of education.)
- Only 12 institutions of higher education were providing graduate level programs for teachers specializing in education for the gifted and talented.
- Some teachers and administrators showed considerable hostility toward the gifted and talented, for these are the youth who ask the threatening questions in the classroom. (The letters and phone calls that our national office receives from parents of gifted and talented youth reflect this finding. One mother complained that her daughter, Carla, a gifted fifth grader, came home from school relaying her teacher's hostility: "Put your hand down, Carla. Your arm is just going to get tired! We know you are bringing those answers from home.")

The U.S. Commissioner of Education's Report to Congress launched the new federal priority on behalf of the gifted and talented in 1971; however, it was a priority without legislation and sufficient funding to do the job so badly needed. The Report prompted the Commissioner to establish the new Office for the Gifted and Talented (OGT) in the Office of Education.

In addition to planning how best to concentrate on the problems revealed in the Commissioner's Report, OGT became adept at scrounging funds from various sources to be used for programs for these youth.

OGT also established the following objectives in an effort to generate the greatest positive effect with the small amount of funding made available from other

One-to-one relationships can make such a difference with gifted and talented youth.

federal legislation and foundation support:

Strengthening state leadership. Since the Commissioner's Report found a high correlation between a strong state effort and excellence of programs for the gifted and talented, strengthening of state leadership became the highest priority. The National Leadership Training Institute (LTI) for the Gifted and Talented was founded to train teams of five leaders from every state to develop programs in each state.

Between the summers of 1972 and 1975, national institutes were held to train the teams. Each team developed a comprehensive state plan for the gifted and talented. Upon returning to their states, they generated considerable activity and progress, including a series of awareness conferences and meetings on the gifted and talented.

Funded through the Education Professions Development Act for a three-year period at $1.1 million, the LTI also held awareness conferences on the culturally different gifted in regional locations around the country. Additionally, parents, administrators, and school board members were brought together to discuss the gifted and talented.

In addition to the programs sponsored by LTI, three Title V ESEA projects were funded to enable consortia of 10 to 15 states in each project to cooperate on helping the gifted and talented in their states. These projects have reached about one-half of the states (funded at the $250,000 level in 1974 and refunded in 1975 at a slightly lower level).

Also, a national clearinghouse for the gifted and talented was established in 1972. Located in the ERIC Clearinghouse on Handicapped and Gifted Children at the Council for Exceptional Children in Reston, Virginia, the clearinghouse is disseminating information on research on the gifted and talented and the best practices available for reaching them.

As a result of these efforts, 18 state departments of education now employ a full-time person to work with the gifted, and 23 other states that had previously made a token effort to help these students now have a person working 50 percent of the time in their behalf.

Establishing career education for the gifted and talented. The gifted and talented can benefit immensely from apprenticeship opportunities. Therefore, an institute for career education for these youngsters was initiated, and some well-known gifted career educators were invited to participate.

As an outgrowth of this objective, Kenneth B. Hoyt, now Associate U.S. Commissioner of Education for Career Education, and Jean R. Hebeler, edited *Career Education for Gifted and Talented Students* in 1974. This book, the first of its kind, establishes the desirability of having states and other institutions work in the area of career education for the gifted and talented.

The two latest projects in this area are one to develop curriculum materials and teaching guides for career education for the gifted and talented and another to set up an exemplary project in Wisconsin, Rhode Island, and Washington.

Infusing the arts and humanities into all learning. Working closely with the USOE regional offices, the National Endowments for the Arts and Humanities, and other organizations, OGT advocates infusing the arts into all learning experiences of the gifted and talented in order to better develop them as whole persons. To give impetus to this new thrust, USOE and the South Dakota state department of education recently conducted a conference on this topic in the Black Hills.

Working for cooperation between the community and the private sector for gifted and talented youth. An example of OGT's catalytic activities under this objective is the national Exploration Scholarship Program, which gives the gifted and talented opportunities to go on worldwide expeditions with some of the world's leading scientists. In 1975, 110 full-scholarship winners joined as members of education expeditions organized by Educational Expeditions International, a nonprofit organization dedicated to promoting field expeditions in the sciences.

Also, OGT has been cooperating with private foundations that have an interest in funding programs for gifted and talented youth. The Office has been working closely with the Robert Sterling Clark Foundation, which set up six seminars for some 30 private foundations. The purpose is to encourage foundations to fund quality programs for the culturally different or disadvantaged gifted and talented.

Another program OGT coordinates is the Presidential Scholars Program, which brings 121 of the country's most outstanding high school seniors (a boy and girl from each state and outlying area plus 15 from the nation at large) to Washington, DC, to receive a medal from the President and to meet top-level government officials.

New legislation for the gifted and talented. In the Educational Amendments of 1974, Congress passed legislation for the gifted and talented (for the first time since 1958 when the National Defense Education Act was passed). This legislation is part of the Special Projects Act, and it authorizes $12.25 million for

gifted and talented programs.

The appropriation for fiscal year 1975 was only $2.56 million—a fraction of the full authorization. Accordingly, special plans were made to insure that these funds have the greatest impact nationally. With input from experts and practitioners throughout the country, OGT drafted regulations, published in July of 1975, governing the issuance of grants and contracts for the new legislation.

The largest proportion of the funds will go into programs for state grants. Approximately 20 states are to receive grants the first year. Each state grant may contain three components: a state grant, an in-service teacher training component, and one or more local model projects with statewide implications.

Grants will also be awarded to local school districts. These will be mini-grants of from $1,000 to $20,000 (unfortunately only a small number of them will be available during fiscal 1976 because the appropriation is so small). A third category of national training grants will be directed at training professionals to work in various capacities in educational programs for the gifted and talented.

In addition to the grants, two categories of contracts will be administered, the first of which is a contract to fund five to eight national model projects for target groups, such as minority, rural, and very young children. This money will not be used to initiate new projects but rather to replicate and to demonstrate the success of already proven projects for these groups.

The final category of contracts will be for information-clearinghouse products for gifted and talented youth. One such contract will be given to an organization that can assess the numbers of gifted and talented youth being served and the most effective means of identifying culturally different gifted youth.

An emphasis on humanistic education runs through our federal concern for the gifted and talented.

In 1968, a White House Task Force on the Gifted, with which I worked briefly, asked some of the country's most successful citizens what had made the biggest difference in their lives. Almost every one of them gave the same answer to that question: Somewhere along the line, a teacher, a coach, or some respected adult had built an intimate one-to-one relationship with them, encouraging them to believe in themselves as human beings and to try new things. These one-to-one relationships can make such a difference with gifted and talented youth! We are attempting to encourage programs both in and out of school that provide such humanistic mentorships.

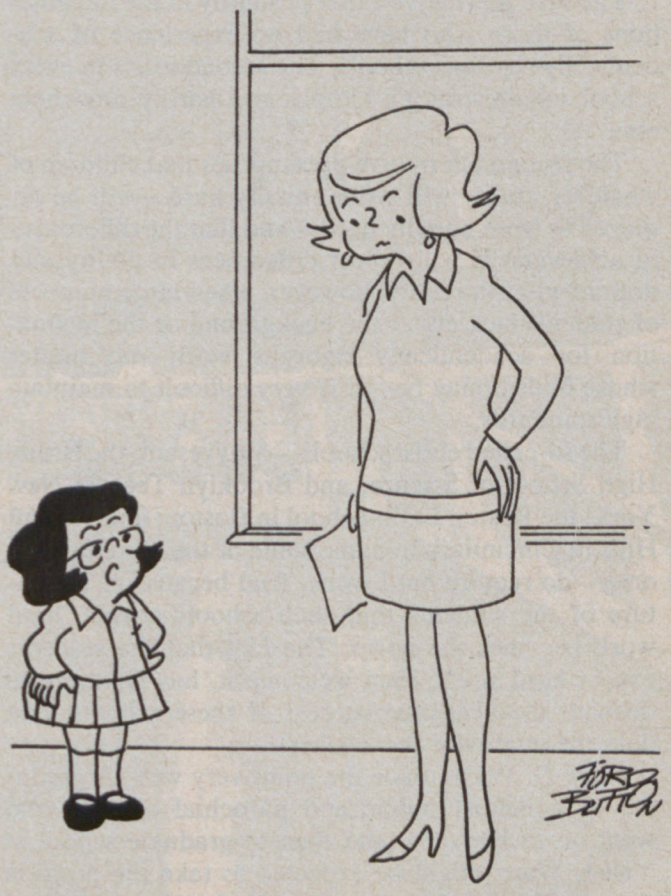
When we do anything at all for the gifted and talented, we tend to force them down the purely cognitive track with little or no attention paid to their feelings or affective development. Alfred North Whitehead said:

An emphasis on humanistic education runs through our federal concern for the gifted and talented.

"After you understand all about the sun, the stars, and the rotation of the earth, you may still miss the radiance of a sunset."

We need to provide the kind of fertile educational environment—particularly for the gifted and talented—where through discovery, assisted by enlightened learning facilitators as teachers, we can help nurture their capacities for love, empathy, awareness, and the ability to communicate with their fellow human beings. Without these skills, their gifts are a waste. □

Dr. Lyon is author of *Learning to Feel—Feeling to Learn* Charles E. Merrill Publishing Co., 1971, and *It's Me and I'm Here!* Delacorte, 1974.



"I must warn you that your failure to evaluate me substantially in the social sciences may irreparably stunt my cognitive potential during this critical period of my mental and physical development."

What About Elitist High Schools?

By **WILLIAM RASPBERRY**
Public Affairs Columnist for the Washington Post.

It isn't easy to argue in favor of establishing "elitist" high schools. For one thing, elitism has such a negative, antidemocratic sound; it smacks of outmoded aristocracy, intellectual snobbery, and even racism. For another, the argument tends to be based on unreal alternatives: between an effete, highbrow institution on the one hand and, on the other, a broadly heterogeneous school in which all the children—including the very brightest—are encouraged to move at their own pace, with special help for those who need it and special challenge for those who can handle it.

The first alternative exists primarily in the imaginations of those who have had no experience of academically rigorous schools. The second exists in every school administrator's Utopia and hardly anywhere else.

The second alternative presupposes that children of whatever ability will work equally hard—will be *required* to work equally hard—and that the differences in achievement will reflect differences in ability and nothing else. In reality, however, when large numbers of students lack either the background or the inclination for academically rigorous work—no matter whose fault it may be—it is very difficult to maintain high standards.

The so-called elitist schools—Stuyvesant, the Bronx High School of Science, and Brooklyn Tech in New York; the Boston Latin School in Boston; and Walnut Hills in Cincinnati, to name some of the more famous ones—do require hard work. And because of the nature of the students that such schools attract, hard work becomes the norm. The fact that the students expect hard work, even welcome it, has far more to do with the academic success of these schools than does the quality of the teachers.

Jerry G. Watts made the point very well. A graduate of nonelitist public and parochial schools who went on to Harvard (and then to graduate school at Yale), Watts might be expected to take the position that motivation is personal and that hard work is enough to produce good results in any sort of school environment. Not so.

"I attended public schools in the District of Columbia from the kindergarten through the eighth grade," he told me. "I left Taft Junior High (an inner-city school) for DeMatha Catholic High not because of a lack of good teachers, for I had some inspiring instructors. I left because the environment was not conducive to academic achievement.

"Actually, Taft was anti-intellectual. In order to gain acceptance by the student body, one had to give some visible deference to either athletics, 'partying,' or some form of rebellious activity (e.g., cutting class). Those who excelled academically had to prove that they were 'all right.' The studious males ran the risk of being called 'sissy.' The studious females were definitely considered square.

"Catholic schools, although relatively safe atmospheres, are not by any means proving grounds for intellectuals. They are not, however, anti-intellectual and, consequently, rate above the District [public] schools. Those of us who excelled at DeMatha might not have been considered outcasts, but we were not the norm, either."

Watts's remarks should not be read as an attack on a particular junior high school. His description of the anti-intellectual atmosphere would apply to all too many public schools, particularly those in the big cities.

A black student at Stuyvesant had this to say to free-lance writer Susan Jacoby: "I'll tell you honestly, I would have gone under if I'd stayed in the neighborhood. I don't want to fight my way past drug pushers to get to class. In my old school, I'd have to defend myself from the other students and from the cops who are there to protect students from other students."

Another student added: "The important thing [at Stuyvesant] isn't the teachers. I don't think they're any better than in my old school. The great thing has been meeting other people my own age who are interested in learning something. It gives you a whole new slant on ideas. I'm not comfortable here, but I'm excited."

His assessment squares nicely with that of Jerry Watts, who remarks that "the greatest difference" between Harvard and less rigorous colleges "does not

Dunbar High School, Washington, DC.

DUNBAR HIGH SCHOOL

When large numbers of students lack the background or the inclination for academically rigorous work, it is very difficult to maintain high standards.

lie in comparisons of the respective faculties nor in the amount of up-to-date laboratory equipment possessed by each school. Students make the difference, for students set the mood of the campus."

Were it not for this difference in intellectual atmosphere (what Watts was pleased to call "the mood of the campus"), there would be much less basis for advocating special schools for the academically gifted (or the nongifted who are motivated to academic excellence). But the difference is very real and terribly important.

Somehow, the notion has got around that the gifted and hardworking students will achieve under almost any circumstances and, therefore, it is just as well to leave them to their own devices and to concentrate on helping those students of ordinary drive and ability.

The May 1975 *Bulletin* of the Council for Basic Education compared this notion to the "triage" system used by medical corpsmen during the First World War.

"The wounded were divided into three groups—those who would die no matter what was done for them, those who would get better whether anything was done for them or not, and those who must have help in order to survive. Only the wounded in the third category received care."

We have been helping students who require help for educational survival and, thanks to recent legal and social pressures, we've increased our efforts to help those who formerly would have been written off as hopeless. But I believe the second group has been virtually abandoned by the public schools.

Says the CBE *Bulletin*: "The most serious mistake made in the education of these children is the assumption that because they have special gifts and abilities, they will make out all right without special help. There are too many stories about the accidental discovery of outstanding abilities for any thoughtful person to be comfortable with that assumption. What if Albert Einstein's uncle had never played math games with him? What if no one had ever given Louis Armstrong a bugle?"

I recently wrote a series of columns raising the question of whether Dunbar High School, which used to be an academically elite black school before desegregation in Washington, DC, was a good idea worth repeating now.

Marion Holland, a native of Washington, DC, and longtime observer of the city's schools, who remembered the old days when Dunbar was graduating the likes of Edward Brooke, Robert Weaver, William Hastie, and Charles Drew, thought the answer was obvious. She contrasted our treatment of the academically gifted with the way we treat those of outstanding musical or athletic talent:

"It seems to be generally accepted by parents, public, and the school system that in these two areas [music and athletics], some kids have what it takes and some do not and that for those who have it, every effort should be made to develop it, to encourage it, and to provide the best possible coaching and equipment.

"Is it futile, nevertheless, to suggest that there is a third group of exceptionally endowed children for whom every effort should be made? The most neglected and universally denigrated group in every big city high school—and grade school, for that matter. I mean, of course, the mentally gifted, the intellectual elite."

But isn't there something to be said *against* the idea of academically elite public schools? Of course there is. In fact, the other side seems to have won the debate.

In general, the arguments are based on concepts of democracy—on the likelihood that elitism based on mental acuity and drive would quickly be subverted into elitism based on class, color, or income and that an elitist school would simply skim off the academic cream of other schools, leaving the latter in worse shape than ever.

The reality of the situation, however, is that what begins as an attempt to democratize education too often ends in "mediocritizing" it. It isn't that teachers won't try to afford equal intellectual opportunity for students whose intellectual abilities cover a wide spectrum. It is rather that where the spectrum is too broad, the academically elite tend to be left out, left to their own devices, or, in too many cases, actively ridiculed. They are done in by the "mood of the campus."

There is another aspect of the "democracy" argu-

"The most neglected and universally denigrated group in every big city high school is the mentally gifted."

ment, and the Council for Basic Education makes it this way:

"To us, a democratic education is one that provides each child with the minimum tools he or she needs to pursue a lifelong education . . . . We owe every child these tools. To the gifted child, we owe nothing more. However, we owe it to ourselves, rather than to the child, to develop the gifted child's superior abilities as much as our resources will permit."

The subversion of academically elite schools to the purposes of the economically elite is a harder problem. Children of the well-to-do tend to perform better on the admissions tests some of the elite schools require. And where there are no entrance tests, as was the case with Dunbar, the middle- and upper-class parents, who tend to place higher value on elitist education to begin with, are likely to pull more strings to get their children in.

This problem can be attacked in a number of ways, none of them wholly effective. In some cases, it may be enough simply to leave it to the children (and their parents) to apply for admission, making certain only that they understand that there will be no relaxation of performance standards and no tolerance of sloppy, halfhearted work.

Under a court order, Boston Latin, which normally requires an entrance examination of its students, recently began to fill 35 percent of its places with minority students, whom it is forbidden to test. In another effort to overcome criticisms of socioeconomic elitism, New York initiated a College Discovery and Development Program, a project to identify gifted black and Puerto Rican students whose previous education has left them unprepared to do well on entrance tests. In any case, to say that it is difficult to establish a perfect screening system is not to say that the schools themselves should be abandoned.

But what of the charge that the establishment of intellectually elite schools would devastate the other schools in a district?

The simplest answer is that it doesn't appear to be so. It might be if students were assigned solely on the basis of their test scores. But where high test scores merely permit students to apply to the elite schools—as is almost always the case—the skimming doesn't appear to be a problem. It may simply be that some very bright youngsters prefer more heterogeneous environments.

Marion Holland confronts the "skimming" issue head-on. She noted that Washington had recently established a public High School of the Performing Arts whose graduates, it is hoped, will go on to Juilliard, Pratt, and the New England Conservatory.

"What are those elitist brats up to anyway?" she demanded with devastating sarcasm. "Learning from each other? Exchanging ideas? Criticizing and applauding each other? Competing with equally gifted peers? And making 10 times the progress they would make if they were scattered throughout a dozen different schools?

"Why isn't everybody bleeding for the less gifted, left behind to make do with, say, one hour of music a week or one hour of art, and perhaps no play productions because teachers are no longer willing to put in the long, long hours of after-school rehearsals?

"And why isn't anybody proposing to abolish those elitist varsity squads and sprinkle the superbly coordinated and highly motivated kids as thinly as possible throughout the regular gym classes? After all (so runs the argument when the subject is academic) they are the ones who need the least time, effort, and money spent on them. And besides (the academic argument again) perhaps some of what they have will rub off on those who do not have it.

"If athletes can develop their potential only with the competition and stimulation of their peers, and the best possible coaches; if singers, dancers, and actors can develop their potential only with the competition and stimulation of their peers and the best possible training and teaching, then why isn't the same thing true of the academically talented?

"But nobody would ever stand for special treatment for them. And yet it would be so cheap. Nobody costs less to educate than really bright kids if you can get them together in one place and toss the very best teachers at them.

"Compared with the space, materials, and equipment required for athletes, performers, and the mentally retarded, you could damn near educate the mentally gifted *free*." □

The Connecticut Story

By BEN BRODINSKY
Free-Lance Education Writer;
Consultant, Educational Press
Association of America.

Ellington is a small town (population 8,000) situated in what is left of rural Connecticut. Because it is gaining fame as the home of the type of program for the gifted and talented which almost any school district can duplicate, we decided to go there and observe the program at firsthand. (We took a look at the town's program for elementary school children. Ellington also has a program for junior high students; the senior high program is still in the experimental stages.)

When we arrived at the site of the program, the basement of a church, the yellow school bus was just ahead of us, and we saw the youngsters hurriedly alighting as if eager to begin their morning work.

Our hosts were the two teachers involved in the program. By the time introductions were completed, the youngsters were already at their tasks. One of the students had written a play, and dress rehearsal was in progress. As the actors went through their lines, a boy and a girl were videotaping the performance. "We want to see how this play will look to the audience," said one of the students, "so we can correct any booboos."

The rehearsal and the videotaping went ahead with minimum supervision from either of the two teachers. This gave us a chance to listen to the Ellington story. Its chief elements are two teachers who have prepared themselves to work with the gifted over the past several years; some 60 boys and girls from grades 4, 5, and 6 who have been identified as gifted and talented; and a "really marvelous state law." High praise for the Connecticut statute that makes programs for the gifted possible was, in fact, among the first statements of our hosts (more below on the statute).

"The children who report to us here," said one teacher, "come from regular homerooms and do all the regular assignments that other students in Ellington do. But they have something extra, either in intelligence or talent, and that's why they come here."

Each of the gifted and talented children reports to the "special setting" one morning and one afternoon a week, arriving in small groups of 10 to 15. At some time during the day, each walks up to a wall chart that contains the following questions, which must be answered on the chart itself: *What did you plan for today? What did you do today? What have you planned for the next session? What materials do you need? Any suggestions?* The answers to these questions are the starting points for activities that students carry on in their "semi-separation" (a term much used in Connecticut) from the rest of the student body.

The activities are wide-ranging. Pottery. Puppetry. Work on a computer (Ellington has available some free computer time). Dramatics. Foreign languages. Astronomy. Mythology. Meteorology. On and on the list could go. The point to note is that the special-setting activities are sharply differentiated from the regular classroom work. "More of the same for the gifted" is rejected as an educational guideline in Ellington and in all Connecticut programs for the gifted and talented.

Who directs these varied activities? Resource people who volunteer their time. As one of the teachers explained: "We two consider ourselves resource people to get more resource people. If a student writes on the wall chart that he or she is interested in anthropology, we'll search anywhere and everywhere reasonable for the right person or technician to work with the youngster."

Sometime after the visit, we reviewed our notes. Underlined were the following comments: *Ellington's program for the gifted and talented based almost entirely on the student's intense interest and involvement which the regular classroom can't satisfy. . . . Notable: extensive use of local resource people and volunteer experts. . . . Problems of control or discipline not in evidence. Children too busy with projects. . . . Quote from one of the teachers: "Our job is to set the stage for learning and then get out of the way."*

About 50 miles south of Ellington, in bustling New Haven, stands a structure built to be a synagogue, now transformed into the Educational Center for the Arts—A Program for Talented Students. It is a regional facility, serving not only New Haven but about

a dozen neighboring school districts as well. Daily, some 130 high school students who have outstanding ability in the arts report to the Center for an afternoon's work in the visual arts, theater, music, and the dance. (The Center is in use mornings, too, for other special programs, including one serving handicapped children who have outstanding talents.)

Working in the arts at the Center, students told us, is different from working in them at the local high school because of the "creative atmosphere" that exists. "Everywhere you look you'll see kids creating something."

As we toured the building, we saw a student preparing an animated cartoon, a painting class using a live model, a small group sprawled on the floor listening to Bach, students sitting in a stairwell rehearsing their parts for a presentation of *The Merry Wives of Windsor*. A ballet group was in rehearsal in another part of the building. And in one room that we almost overlooked, a solitary student was working on soapstone to form something that hadn't existed before.

Later we learned that the visual arts (painting and photography) attract the largest number of students. The present enrollment breakdown is as follows: 50 in the visual arts, 40 in music, 25 in theater, and 10 in the dance program.

The Center accepts a student on the basis of recommendations from the local high school faculty and careful screening and auditioning by the Center faculty. The local board of education foots the bill—about $1,000—for each student attending the Center. Two-thirds of this outlay is returned to the community under a state reimbursement provision.

Strong state support for programs for the gifted and talented may be the main reason that Connecticut has been cited for leadership in this area. William Vassar, consultant for the gifted and talented at the State Department of Education, estimates that about 100 of the state's 169 school districts are "doing something for their gifted and talented students." Some 70 districts have formal programs. Here is a sampling (the name of the town follows each description):

- A consultant is responsible for developing programs for intellectually gifted children at all levels of instruction. An itinerant teacher serves four elementary schools, grades K through four, teaching critical-thinking skills to the gifted, and experts in various fields come into the schools and conduct programs on topics middle-school youngsters (grades five through seven) elect to study. Intellectually gifted students at the high school level are offered several options such as independent study, honors classes, and advanced placement. (Bloomfield)
- Two full-time counselors provide guidance and counseling for the gifted and talented from the fourth through the twelfth grade level. The schools offer several options to gifted and talented students. For example, some are involved in independent study, and some are enrolled in college courses at night. (Farmington)
- Two semi-separation programs—one for the intellectually gifted and one for the artistically talented—are conducted for children in grades three to five. Five teachers work with the former and two with the latter. They travel from school to school, working in 40 classrooms. Study opportunities for the artistically talented are offered in the visual arts and for the intellectually gifted, in anthropology, probability and statistics, creative writing, and science. (Norwalk)
- Exceptionally talented students at the secondary level come together to write, direct, and produce their own TV shows. The group is known as "The TV Company." (West Hartford)
- A junior high school semi-separation program for a limited number of intellectually gifted pupils is in operation. A special resource room stocked with materials needed by the group, plus wide use of community resources, makes this program effective. (Winchester)
- Finally, there is Connecticut's famous mountain-

"Connecticut is trying many models, and no one has yet been bold enough to say that their particular model is the best."

"More of the same for the gifted" is rejected as an educational guideline in all Connecticut programs for the gifted and talented.

top center for highly talented elementary and secondary school students whose primary interest is science. This private facility, located near Avon, services all school districts in the state.

In analyzing the 70 formal programs designed to serve the gifted and talented in Connecticut, one fact emerges: The special school and the special class completely isolated from the main student body do not exist in the state. Such organization plans are considered undesirable. Instead, Connecticut communities use a variety of approaches to semi-separation. These include use of special resource rooms and resource teachers for the gifted, use of teams of teachers to serve them, districtwide and regionalized centers with programs for them. "Connecticut is trying many models, and no one has yet been bold enough to say that their particular model is the best," points out Dr. Vassar.

We asked Dr. Vassar: What is the nature of the state support that has generated such wide experimentation to serve the gifted and talented?

It's a state law, he explained, with a broad definition of giftedness and talent and a provision to help local districts pay for the programs they set up. [The law is Section 10-73 a-5 of the Connecticut General Statutes [1967]; Administrative Regulations 1968; Revised 1973].

There was a time when only high academic achievers were classified as gifted. Supposedly, the higher the IQ, the more gifted the student. The Connecticut law takes a broader view. The formal language of the statute says that the gifted and talented are those with "extraordinary learning ability" and those with "outstanding talent in the creative arts." State officials interpreting the language of the law say that it covers many types of gifted and talented students. Included are children and youth who are capable of highly creative thinking; bright underachievers; students who exhibit superior ability for leadership; and those who have outstanding talent in music, the visual arts, and the performing arts.

Dr. Vassar is delighted with this "broadened" definition and makes the following point: "We should all realize that those who excel in the arts are not necessarily those who are also successful in academic pursuits. Too often, pupils have been screened out or eliminated from programs in the arts because they did not also achieve at a high level in the academic content areas."

What pleases many who have concern for the gifted and talented in Connecticut is that the state law provides help for funding local programs. At present, the state reimburses local school districts for two-thirds of the excess cost of programs and services to the gifted and talented. Covered are costs for professional and paraprofessional personnel, equipment and materials, transportation, consultative services, and rental of space.

All this is good, but not good enough, according to advocates of special programs for the gifted and talented. For one thing, the law is permissive, meaning that it allows local school systems to decide whether or not to do anything for the gifted and talented. True, permissiveness has resulted in the establishment of 70 formal programs, but these affect only 5,000 students to date. On the basis of Connecticut's total enrollment of 600,000 schoolchildren, at least 30,000 should be served. (There seems to be a general consensus among educators that 5 percent of the children in any school system have gifts and talents requiring special attention.) Hence, Connecticut's law, good as it is, should be amended in the opinion of both state and local school officials.

The State Department of Education has already taken a legislative position on the kinds of changes it would like to see. First, the state's contribution to funding programs should be increased to three-quarters (instead of the current two-thirds). Second, the state should make prepayments for programs (rather than going the reimbursement route). And finally, if the law is to be amended, state officials would like to see programs for the gifted and talented made mandatory for every school district.

It may take a good stretch of time to bring about these changes. Making programs for the gifted mandatory—or, mandation, as Connecticut officials refer to this particular challenge—will be especially difficult to achieve. It may have to be done in stages; but few in Connecticut doubt that, eventually, the needs of all the state's gifted and talented children can be, and will be, met. □

Advanced Placement

By SIDNEY P. MARLAND, JR.
President, College Entrance Examination Board, New York City.

Some 20 years ago, my predecessors at the College Board established the Advanced Placement Program (AP), which allows able high school students to study college-level courses while still in school and offers them possible advanced placement in colleges on the basis of their AP examinations.

AP provides schools with curriculum descriptions in a variety of disciplines—American history, art, biology, chemistry, classics, English, European history, French, German, Latin, mathematics, music, physics, and Spanish. Talented and conscientious school and college teachers from each field prepare these course descriptions, descriptions that can readily be adapted to local initiatives. The course outlines and tests are revised biennially to keep current with college offerings.

The three-hour AP examinations are given each year in May. Then between May and July, AP readers assemble to grade the written portions of the examinations and to compute the final scores. Scores are given on a five-point scale—a five indicating the highest recommendation for credit and a one indicating not recommended for credit.

Candidates' grade reports, examination booklets, and other material in support of their application for advanced placement or credit are sent to the college they will enter. It is up to the college to decide whether it will give credit for the AP work.

There is no doubt of the national recognition and acceptance of the program today nor of its impact on major campuses. The University of Michigan ranked first in 1975 with 970 AP candidates, followed by Cornell, UCLA, Harvard and Radcliffe, the University of Illinois, Yale, the University of Pennsylvania, and the University of Virginia.

Nationwide, there were more than 65,000 AP candidates in 1975, who participated in 85,000 examinations. And 1,517 colleges and universities now participate in the program, including some which are considered highly selective in their admissions practices. A significant number of colleges—138 in 39 states—now subscribe to the "AP Year" concept by awarding immediate sophomore standing or its local equivalent to AP students.

Since the mid 1950's, the College Board has invested several million dollars to support AP. It is not an entirely self-supporting program, however, and it is not an inexpensive one for students, though in a time of economic stress many parents and students have "rediscovered" AP as a way to save money on college costs.

The fee for examination is $29. In cases of family hardship and on the advice of the school, AP waives the major part of the fee (up to $20) to insure that no willing young person is excluded. Harlan Hanson, program officer for AP at the College Board, reports that students who took advanced placement this year probably saved an average of some $400 each on college costs, and as a group, AP students may have saved an aggregate of as much as $24 million in tuition and fees this past year.

In spite of its acceptance, steady growth, and usage, AP still remains underutilized in this country. There are about 6.5 million juniors and seniors in our secondary schools. If we conservatively estimate that 5 percent of them are the most able academically, then some 350,000 students could possibly benefit from AP. Yet, as mentioned earlier, only 65,000 took part in the program this past year, or less than 20 percent of those presumed to be qualified. Similar figures indicate that only about 15 percent of the high schools in the country offer AP courses.

For several reasons, secondary schools should seriously consider introducing the program if they have not already done so.

First, the lockstep traditional system of education is being abandoned in many schools to suit the styles and needs of individual students. AP has been in the forefront of this trend, giving able students an opportunity to stretch their minds. Every indication persuades us that more and more of our ablest students now seek this kind of intellectual challenge.

Second, the solemn progression from grade 12 to 13, long a glacial monument to the great silence between schools and colleges, is beginning to thaw as schools define multiple paths to the high school diplo-

ma and as colleges exercise flexibility in their admissions policies. Yet the abyss between school and college faculties in the curriculum area remains deep.

AP does not provide a full solution, but each year it does offer a systematic and influential meeting ground for school and college teachers, when the AP readers from both secondary schools and colleges gather to review and grade the examinations and share a full week of hard work, illuminating exchanges, and camaraderie.

Third, college credit earned by examination in myriad forms and styles is increasingly in the air. While college faculties express concern that some of these programs may result in a cheapening of academic degrees, they do not seem to view AP in this context. Perhaps this is because college faculties have always played a major role in developing the AP program.

Fourth, in the years just ahead, the decline in the school-age population, already evident in the elementary grades, will move into high school and into college, where there may well be sharp declines in enrollments. This will no doubt stimulate competition among colleges for able students who have not yet received their high school diploma. Some collegiate institutions already enroll eleventh graders. More programs of this type will come.

But secondary schools can stand their ground and preserve their eleventh and twelfth grade programs in this sharpening competition if they can do the job for able students in these grades as effectively as the colleges can. AP is one proven way to do this.

Many schools around the country have demonstrated that AP can be installed for a modest or even negligible incremental cost.

To institute the program, a school needs a capable staff. But most schools already have talented teachers on their staffs who are capable of teaching AP or who could become so by taking additional university courses.

A school also needs to have college-level materials available, and many schools have these on hand or can obtain them from nearby libraries. Some AP courses require appropriate laboratories and equipment, but a great many high schools now have equipment that is as good as or better than what students find available for freshman courses in many of the colleges.

Beginning an AP program in a school, even for only one or two subjects, can create a dynamic concern for academic excellence that permeates the entire school and exerts a positive influence on other classes and courses as well as on members of the faculty.

Experienced AP users have found the program to be an effective instrument for serving gifted but socially disadvantaged students. I found this particularly true in my years with the Pittsburgh schools, and I suspect the same would be true in other inner-city schools where pride in the program often helps urban school leaders change negative stereotypes held by some parents and segments of the public.

But despite the advantages of AP, for every school that has the program, there are hundreds of others that do not. Why?

A few of the probable reasons are worth listing.

One reason the program has not reached its full potential is the continuing reluctance of many college teachers to believe that college-level learning can take place in the secondary schools. In spite of evidence to the contrary, they hold that there is some kind of heaven-ordained dividing line between the twelfth and thirteenth grades, between a good teacher in high school and a good one in college.

Another obstacle to wider use of the program may be the erroneous belief that it is a special and exclusive preserve for the intellectual elite. Obviously, AP is likely to achieve its maximum effectiveness with young people of superior academic ability, but it can produce satisfying results with students of high average ability and strong motivation who have access to imaginative teachers and adequate facilities.

Also we of the College Board must assume part of the blame for the too-deliberate pace of AP's growth. While the program has had able and dedicated leaders and even though the Board has invested funds in excess of income on AP, we have probably relied too much on the conviction that the soundness of the principle and the excellence of the product are so self-evident as to be irresistible to potential consumers. This past year, however, we have been trying to reach potential users and to persuade them to adopt the program.

During the year, we have also conducted an extensive survey of AP teachers and students to determine ways to improve the program. Our chief readers and members of the subject matter committees are reviewing the examinations in light of comments on the survey, and this review will no doubt result in changes in content of courses, in the nature of questions, and possibly in the length of some examinations.

The cost of the program to users is, of course, another obstacle to its wider use. This is a complex issue and one the Board will continue to grapple with. It is quite clear, however, that if we could double the number of participants, we could reduce the student fee. □

Dr. Marland spoke at greater length on this topic at the 1975 convention of the National Association of Secondary School Principals. The full text of his address was published in the May 1975 NASSP *Bulletin*.

Letters to the Teacher

By STEVE BRODY
English Teacher, Eastchester (New York) Senior High School.

There is a general feeling among educators that the art of letter writing is dead, having been dealt its demise by the telephone. I am inclined to disagree. Letter writing is still very much alive and, as practiced by some, maintains its status as an art form. Witness a letter that was sent to me last year by Mrs. Murray, mother of one of my seniors, Martin. It was handed me by Martin, along with a sadly mutilated copy of *Adventures in English Literature*. It went as follows:

Dear Mr. Brody:

Please be advised that our dog Randy chewed up a portion of your literature book. Martin placed the book on the sofa where he (Randy) usually sleeps, which made him (Randy) angry. Martin informs me that the price of the book is $6. Since Randy chewed up only 100 of the 600 pages, I have prorated the cost of the damage and am enclosing a check for $1. I hope you will find this satisfactory.

Sincerely,
Mrs. Virginia Murray

Some of the letters I receive tend to strain my credulity. However, with each successive reading, they become more plausible. For example, this one:

Dear Mr. Brody:

Please excuse my daughter Margot from any written work for the next few days. She sprained her wrist opening a bag of potato chips.

Yours,
Euphemia Smythe

Efforts to intrude upon family life-styles may evoke interesting responses. Not long ago I strongly urged my students to watch Laurence Olivier in his classic portrayal of *Othello*, which was to be shown on television. Next morning I received this message:

Dear Sir:

Please excuse Frances for not watching *Othello* last night. It conflicted with *Hollywood Squares*.

Yours truly,
Mrs. Thelma Dalton

My mail builds up in the winter when parents head for sunny climes and contrive to take their offspring along. A letter last January read:

Dear Mr. Brody:

I wish to inform you that my son Roy will not be in school all next week, inasmuch as we are going to Florida. Roy will not be academically deprived, however, since the trip will have definite educational overtones. We plan to visit the Hall of Presidents at Disney World.

Sincerely,
Alice R. Schultz

Not all of my mail comes from parents. A good share comes from the students themselves and may originate in the most unexpected places. One day I received a postcard from Peter Carideo, a disillusioned senior. It was mailed from Springfield, Illinois, and bore a picture of Abe Lincoln splitting rails. The card read as follows:

Hi Mr. Brody:

By the time you receive this card I will be well on my way to California, so please don't expect any vocabulary homework from me. I want to get as far from school as possible, so I am hitchhiking to L.A.

Your friend,
Peter

Some of my mail springs from embattled alumni, seeking to be rescued from the stringent demands of college curriculums. A recent SOS went like this:

Dear Mr. Brody:

How is everything at good old EHS? Good, I hope, which is definitely not the case with me. I have to do a report on *Ulysses* by the end of this week, but I'm having trouble digging it. I wonder if you can drop me a postcard and fill me in on the plot a bit. Thanks a million, and say hello to the other teachers.

Your buddy,
Howard Kraft

Some letters come in series, like those I received recently offering reasons why Heather Moellers did not do her homework. They were all written in a barely decipherable hand, and all pursued the same general theme. They would run:

Dear Mr. Brodie:

Please forgiv Heather for not doing homework last nite. We had a powwer failyer and she could not see.

Sincerly yours,
Heidi

"Heather," I said, upon being handed the last note, "this is the sixth power failure you've had at your house this month. It does seem a bit unusual. And who is Heidi?"

"My sister."

"How old is Heidi?"

"Nine."

"Kindly inform Heidi that the next failure at your house may well be her sister Heather's."

Probably the most poignant letter I received last year was appended to a final examination I gave in literature. Sue Marks, a young miss of infinite charm but limited literary motivation, wrote:

Dear Mr. Brody:

I'm so sorry I could not answer any of the questions about those books. I hope you're not angry. I really enjoyed your class in English this year. It was so stimulating and I learned so much. Thanks for being so sweet.

Sue Marks □

Broken Promises

in the Promised Land

Where has suburbia gone wrong?

By **MYRON BRENTON**
Education Writer.

One of America's great migratory patterns has been at work these past couple of decades or so as thousands upon thousands of city dwellers have packed up and fled into the countryside, transforming it into suburbia. By now there are more people living in the suburbs —more than 75 million—than remain either in cities or rural areas.

They have come to suburbia seeking better schools, better housing, safe streets, less congestion, green spaces, friendly neighbors. As Hugh Wilson of Adelphi University felicitously puts it, "They have come expecting the promised land."

Last year Professor Wilson founded Adelphi's Institute for Suburban Studies. The first of its kind, the Institute offers a program of interdisciplinary courses and directed research. Elsewhere, a small but growing band of sociologists and educators are studying facets of suburban patterns, suburban changes. Gradually, it is being recognized that, excruciating as urban ills are, the suburbs too may have serious problems.

In fact, upon looking at an abundance of reports and statistics, one could easily conclude that the "promised land" has failed its promise and taken unto itself the typical urban plagues instead.

Consider overcrowding: Many suburbs have mushroomed over the years. With growth unchecked, with apartment buildings and condominiums as well as the usual single-family residences springing up in vast profusion, new high-density areas are created. (Some suburban homeowners are unhappy about the relatively new apartment dwellers in their midst who, they say, use most of the community's services but take no interest in its problems.)

Hoffman Estates is situated out-

side Chicago. As described in a newsmagazine article, it began with a few small tracts; in recent years its residents have had to cope with jam-packed schools, traffic snarls, inflated land values. So overtaxed are sewage treatment facilities in a number of Maryland and Virginia suburbs of Washington, DC, that since the start of this decade state and local officials have been imposing moratoriums on building permits and sewerage connections. From Petaluma, California, to Rockland County, New York, a growing number of suburbs have been moving to check their population growth, thereby incurring lawsuits launched by angry developers. Some federal court decisions on growth limitations have gone against the suburbs that have tried to impose them.

Consider economic woes: In the suburbs, too, taxes rise and rise. Welfare rolls are up, and so is the unemployment rate. Commercial enterprises are not moving into the suburbs at their former rate. The general economic insecurity has had a belt-tightening effect even on high-paid executives. Furthermore, many retired persons who might have moved out of the suburbs and into retirement homes or communities are staying put.

All of this has had a significant effect upon suburban schools, now often hit by declining enrollments (caused by the falling birthrate), increased costs (caused by inflation), and diminishing state aid. Increasingly, even sophisticated suburbanites are questioning educational "frills" and voting down school budgets or bond issues. In some cases, educational programs are being curtailed or ended, and the launching of new programs is being postponed.

(In the wake of the new conservatism—and also because college graduates now have an increasingly difficult time finding employment commensurate with their education—a new interest in career education is emerging. Furthermore, people are beginning to recognize that college isn't for everyone.)

Consider crime: For some time now, crime has been growing faster in the suburbs than in the cities. Preliminary FBI figures comparing 1974 with 1973 show that "serious" crimes rose 17 percent in the nation, 15 percent in the cities, and 20 percent in the suburbs; violent crimes rose 11 percent nationally, 10 percent in urban centers, and 16 percent in the suburbs.

Nearly a third of 1,600 suburbanites interviewed for a *Time*-Louis Harris survey in 1971 felt it wasn't safe to walk around at night in their communities. Suburban crime statistics can be startling: In affluent Prince William County, Virginia, for instance, there was a 44 percent increase in reported crimes between 1973 and 1974.

Violence, thefts, and vandalism in suburban schools are also becoming a significant problem, sometimes in the most unexpected localities. In Evanston (Illinois) Township High School, a freshman girl was raped; teachers have been attacked; arson, vandalism, and larceny are becoming serious problems. The school is in a prosperous section and enjoys a fine academic reputation.

Consider drugs and alcohol: Numerous communities can safely say their drug problem has "stabilized." This is due partly to the success of programs aimed at hard drugs and partly to the fact that quite a few communities are becoming more tolerant about marijuana usage and therefore don't consider it much of a problem.

In the suburbs as in the cities, however, alcohol use among adolescents is both serious and growing.

"There's a lot of peer pressure on 18-year-olds still in school to go out and buy alcoholic beverages. Then the younger ones sit there drinking it with them," says Sergeant Raymond Williams, Juvenile Squad, Prince William County Police.

These and other issues certainly do not make it appear as if the suburbs are a virtual paradise. If they are not that, neither are they disintegrating in inner-city fashion. Problems such as overcrowding and crime are far more prevalent than they once were, but in many, if not most, suburbs, they are still minor in comparison with inner-city conditions. (For example, 3.3 percent of suburban teachers responding to a recent NEA Teacher Opinion Poll said that student violence was a major problem in their schools, while nearly double that percentage of urban teachers said it was.)

Even more important, the "suburbs" are not a homogenous entity, populated by identical types and subject to problems that are similar in kind and degree. "Nationally, there are industrial suburbs; bedroom suburbs, 'mature' or settled suburbs; growing suburbs; 'ethnic,' Jewish, WASP, and Black suburbs," Professor Wilson stresses.

Thus, a serious social problem in one community may be minor in another. Take Virginia's Prince William County, where juvenile arrests rose 158 percent between 1973 and 1974—while nothing so dramatic happened in many other communities.

A breakdown in the family structure, uncaring parents, and/or a permissive society are often blamed for juvenile delinquency. But in Prince William County schools another factor appears to be that the schools operate on a year-round basis and students have 15 days off every 45 days. During this time, many roam the streets with nothing to do—and get into trouble.

Furthermore, sociologist Paul Hayes of the University of Akron points out, Prince William County has been undergoing phenomenally rapid growth the past few years. The community has not yet devel-

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oped a common set of values and beliefs. When a rapidly growing community is in such an early stage of growth, there is likely to be some confusion, some social chaos. In a situation like this, teenagers are much less likely to listen to their parents or other adults and much more likely to give heed only to their peers—and possibly run wild.

The more a suburb changes in certain significant ways, the more likely significant problems will arise. Inevitably, these are reflected in the school systems of the communities involved.

For instance, large numbers of foreign-born families have settled in Arlington County, Virginia, over the past several years. Collectively, the suburb's schoolchildren now speak nearly 50 languages. While there is a strong need for bilingual programs in the area's schools, so far only TESOL (Teachers of English to Speakers of Other Languages) courses are available. Cultural conflicts in relation to some foreign families also arise—in the case of families coming from countries where educational expectations differ considerably from America's or where the status of women is especially low.

Other changes are a substantial increase in the number of apartment-dwelling families over the past decade or so and an increase in the number of one-parent families. (Some teachers claim that a high percentage of their pupils are from troubled or one-parent families, whose problems are reflected in disruptive school behavior.)

Another change is a shift from a population supportive of public schools to one that is less so. Once mostly a bedroom suburb for New York City, Manhasset, near the Long Island Sound, used to be largely populated by executives and professionals highly supportive of quality public education. Within the past decade, however, numbers of skilled workers, lower-echelon plant managers, and small contractors and their families have moved in—financially successful families of blue-collar origin who do not have the same commitment to the public schools. Many, in fact, send their children to St. Mary's, a fine parochial school in the area.

This population change, coupled with economic concerns related to the recession, has had its impact: For the first time in Manhasset's history, a school budget was defeated earlier this year. (It was subsequently passed by 146 votes.) The defeat of school bond issues in recent years also signals declining support for Manhasset schools, which have always been among the nation's best.

Years ago East Orange, New Jersey, was an all-white suburb with extremely good schools. As conditions in nearby Newark deteriorated, middle-class black families moved out of Newark and into East Orange. Next came poorer black families also looking for better schools and a better life. Whites soon began to leave the community or to send their children to private schools. Some black middle-class families followed suit.

Today the school system is virtually all black, and many students come from welfare or working-class families. Now, according to Alice Molina, president of the East Orange Education Association, "The public schools are mainly engaged in remedial work, the key word for parents is 'apathetic,' the truancy rate has skyrocketed, the teacher absenteeism rate has risen. Few administrators deal firmly with disruptive students." On the other hand, she says, achievement in K-8 reading and mathematics has improved, largely because of programs instituted by the current superintendent.

When Blacks come, Whites usually leave. But though the rate at which Blacks move into the suburbs has been increasing significantly, they do not come to white middle-class suburbs in large numbers. Polls indicate that a significant number of white suburbanites do not want Blacks in their midst—most especially the black poor. Even middle-class Blacks newly settling in white suburbs occasionally encounter violence. Low-income housing projects are bitterly opposed. U.S. Supreme Court decisions having to do with city-suburb school district mergers for the purpose of integration have appeared inconsistent: In fact they have left the question of mandatory metropolitan school integration to be decided on the basis of the facts of the particular case. And, because of a recent Court ruling, Blacks and other low-income people will find it even more difficult in the future to break down exclusionary zoning barriers.

In Manhasset about 10 percent of the population is composed of low-income Blacks. Both geographically and socially they are separated from the other residents though the schools are integrated. There have been some racial confrontations in the schools; students of both races feel that a double standard—favorable to the other race—exists in the administration of discipline.

A charge often leveled at affluent white suburbanites—especially the young—is that they are prejudiced, insular, fearful of the city, highly materialistic.

In the more prosperous, upwardly mobile suburbs, students are under a great deal of pressure to get high marks and go on to prestigious universities. Educators are beginning to appear—Professor Hughes of Adelphi is among them—who feel it is as important for suburban teachers to be specifically trained to teach in their communities as it is for inner-city teachers to teach in theirs. "I'd like teachers in suburbia to learn—and to transmit to their students—something about the history, sociology, and politics of the suburbs. I'd like them to be-

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come sensitive to the fact that education is sometimes a trauma for suburban youths, to become sensitive to why Mama comes along and demands her child get an A+ instead of an A—," Professor Wilson says.

Although a high percentage of the adults questioned in the *Time*-Louis Harris suburban survey of 1971 gave their communities very good marks for the overall quality of life, nearly three-fifths of the teenagers questioned said they were often bored, and 43 percent said they wanted to live elsewhere.

This is hardly astonishing. Suburban adolescents are often caught in a no-man's-land of sorts, lacking both the stimulation of the city and the back-to-nature ambiance of rural areas. In many instances, few, if any, local recreational facilities are available to them. Even in prosperous Manhasset, it was only five years ago that some concerned residents first made plans for a recreational center, a "place to go" for teenagers.

Is the behavior of suburban teenagers significantly different now than it was in the mid sixties? As one talks with suburban educators and parents, three distinct and somewhat contradictory patterns emerge:

Less rights-consciousness. In many suburbs, boys and girls no longer demonstrate aggressively for student rights as they once so fervently did. The reason is that they have won many of those rights. In a number of suburbs, student rights are clearly defined. The Arlington, Virginia, school system, for instance, puts out a seven-page folder entitled "Some Educational Responsibilities and Rights in Arlington County Schools," covering such issues as group expression, individual speech and action, and privacy.

Not all adult suburbanites are happy about this trend. Some educators, parents, and police officials complain that students tend to be far more concerned about their rights than about their responsibilities.

Less discipline. In a number of suburban school systems around the country, teachers voice an identical refrain: An increasing number of students of all races and economic classes are noticeably rude, curse in class, disregard the rights of others, and have little or no respect for authority. The two main reasons given for this trend are that society as a whole is freer and less disciplined and that some parents do little or nothing to control their children's behavior.

More conservatism. A new conservative attitude seems to be emerging on many high school campuses. Everywhere one hears of a return to traditionalism. "For several years graduating students didn't want to have a speaker or an invocation. Now they want a graduation with all the trimmings. They're much more inclined to follow through on assignments—and not to argue with the teacher about his or her right to give an assignment," says Don Harkness, assistant superintendent of the Manhasset schools.

The superintendent of the Madison Township, New Jersey, schools, Patrick A. Torre, says, "They're wearing shorter hair, earning money to buy cars, and even showing some patriotism. Maybe the pendulum's starting to swing!"

The contradictory nature of these youthful behavior patterns exemplifies something true of suburbia: Seen as a whole, the suburbs *are* contradictory, *are* in a process of shifts and upheavals. Inevitably enmeshed in the problems and issues of the times, suburbs no longer are (indeed, probably never were) the promised land. But many are still good places in which to live.

Suburbs no longer are (indeed, probably never were) the promised land.

What of the future? As far as suburban school systems go, Professor Wilson feels, a "deteriorating situation" is now at work—caused by such realities as budget problems, racial conflicts, declining enrollments, and teacher militancy. But he is not pessimistic either about the schools or about suburbia in general. He feels that although the suburbs will continue to acquire some unpleasant aspects of city life, "they won't go the way of the cities; they'll stabilize."

If the suburbs, now grappling with elements of urbanization, do stabilize it will be because they are doing a more straightforward job of coping with their problems than was true heretofore. The growing realization that unchecked and unplanned growth can have disastrous consequences is a hopeful sign. So is the fact that in some areas of the country suburban communities are now transcending narrow political boundaries—pooling resources, banding together on mutual problems.

Increasingly, suburbs are likely to become interdependent. Perhaps in time they will work up some linkages with the central cities, become subject to more state involvement, and continue to alter their character somewhat. Suburbia, like the rest of America, is subject to the process and the consequences of change. □

Children Who Follow the Sun

By **JEANNE PARK**
Information Specialist,
U.S. Office of Education.

Nine out of 10 children of migrant farm workers never enter high school, and only 1 out of 10 of those who do ever graduates.

The nation has more than a million children whose parents follow the sun, picking fruits and vegetables in fields from Florida to Maine, Mississippi to Michigan, California to Washington. They are born into some of the grimmest poverty in the country. They suffer from illnesses such as rickets, scurvy, pinworms, anemia, and malnutrition. They are isolated from the communities near their work. By 12 or 13 years of age, they join their parents in the fields and spend the rest of their lives working in the fields.

Children of migrant workers seldom go past fourth or fifth grade, and since their families move so often—every few weeks at the peak of the harvest season—they are never in one school long enough to have a chance to really learn. Some never enter a classroom because they have to babysit for their younger brothers or sisters, or, what is more often the case, they must work in the fields because even their meager earnings are needed to help feed the family. Many of them can't speak English.

School records seldom move with the children; too many families stay only briefly in one place, moving on as a crop runs out or as the weather hastens the ripening of another one. When the new school asks the children the name of the last town they lived in and the name of the last school they attended, they know only that they've come "from the potatoes" or "from the snap beans." State and city boundaries mean little to them.

As a result, school officials seldom know the proper grades in which to place most migrant children. Furthermore, the children have no health records. It may take

several weeks of testing to place a child, and, by that time, the child is off to another school, another period in limbo, and, worse yet, another wasteful series of inoculations and eye tests.

There is never time to develop special education programs for migrant children. Besides, who really knows their needs? There is virtually no chance to get acquainted with them, to provide love and understanding.

In sum, the problems of the migrant child are many; the solutions difficult.

In November 1966, Congress recognized the special educational needs of children of migratory agricultural workers when it amended Title I of the Elementary and Secondary Education Act (ESEA). The amendment (Public Law 89-750) gave the U.S. Office of Education authority and funds to improve educational programs and offer supplementary services for these children.

Since its inauguration in fiscal year 1967, the Title I migrant program has expanded to encompass all 50 states, Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands. Today, it serves approximately 400,000 children at a cost of more than $90 million.

The money goes to state departments of education, which, in turn, assess needs and then fund local school districts or other eligible applicants serving migrant children. Each year's allotment is based on a formula that takes into account the number of migrant children served in a state and the average per pupil expenditure of that state.

Title I migrant programs concentrate on identifying and meeting the specific needs of migrant children. Continuity of instruction is a top priority with special focus on the individual educational problems of each child. And because a hungry child can't learn, lunches, snacks—even breakfasts—are provided. Nutrition lessons are taught in the schools; health problems handled. If a child can't see properly, he or she is given eye glasses. If the youngster has trouble hearing, the source of the trouble is sought, and a remedy, if possible, provided.

Health, nutrition, and psychological services figure high on the priority lists of Title I programs. So, too, do cultural development and prevocational training and counseling.

Each year since the inception of the program, funding for these educational services has increased—from approximately $10 million in fiscal year 1967 to $92 million in fiscal year 1975.

The number of participating children has also increased—from 80,000 to the current 400,000. Yet an estimated 600,000 children remain unserved.

In 1974, Public Law 93-380 extended the migrant program to include children of migratory fishermen—those who move from place to place catching fish for commercial purposes and those working in the fish-processing industry. No one knows how many children are involved. The states are now making surveys. Calendar year 1975 was devoted to recruiting the children of migrant fishermen and enrolling them in the program. These youngsters will receive the same special services as do the children of migrant agricultural workers.

In both instances, children may participate in the program for five years after their families stop migrating. This is because they continue to need special services to help them become full-fledged members of their new communities.

Public Law 93-380 also authorizes the use of the Migrant Student Record Transfer System (MSRTS). The heart of the System is a central computer data bank (located in Little Rock, Arkansas) which can trace the whereabouts of each child as he or she migrates. The MSRTS produces the official count of migrant children.

When Congress authorized the Title I migrant education program, no one really knew how many migrant children there were or even where they were. The MSRTS is significantly changing this.

It took 30 months for all the states to agree on what information the records of these children should include. In the end, it was agreed that each record should contain the child's name, sex, birthday, and birthplace; math and reading scores from the last four schools attended; and coded information on health examinations and a variety of childhood diseases. A child's record can be supplied to school officials and health authorities within four to 24 hours after a request is made.

The MSRTS makes student placement easier, indicates where special help is needed, and eliminates multiple testing and physical examinations. It enables school officials to place migrant children at the proper grade level within a day of their arrival.

And in at least one instance, it saved lives. In 1973, the MSRTS was used to find more than 200 children who were potential victims or carriers of typhoid fever. The network was called into play after more than 130 persons became ill with typhoid, apparently as the result of drinking contaminated water at a migrant labor camp in Homestead, Florida.

By the time the outbreak was discovered, hundreds of people who had been exposed to the disease had left the area for work elsewhere. Thanks to the computer network, 232 children—and through them their families—were located within 48 hours. The data bank had traced the children to other parts of Florida and to Texas, Georgia, and Alabama.

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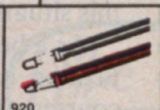

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has been significant since the enactment of the 1966 amendment to Title I, ESEA. Federal funds have made it possible not only to give greater attention to the needs of migrant children but also to put into practice a variety of innovative, creative ideas. For example—

• One summer a cadre of 45 Florida teachers followed the eastern migrant stream for six weeks, visiting labor camps, schools, and work areas. As the field workers harvested the fruits and vegetables, the teachers harvested facts about the children.

So that others, too, could benefit from their experience, the Florida teaching cadre produced a film showing what it's like to be a child of the road. They developed and published teaching materials for use by others who work with migrant children. The sights and sounds of their travels became the basis for activity-centered programs for migrant children who winter and attend school in Florida.

• Each summer California recruits some 200 young people with one or more years of college to work in the Title I migrant program. Organized into a Mini-Corps, they assist in the classroom, initiate camp projects, and serve as liaison between the migrant community and the school. They also teach English to adults and serve as models for the younger children.

At the end of the summer, those in the Mini-Corps meet to evaluate their experiences. Almost invariably, they say they have changed their attitudes about migrants, want to come back the following summer, and intend to devote their lives to teaching—especially to teaching the disadvantaged.

• It's a far cry from fieldwork to employment in factories and offices. Recognizing this fact, the New Jersey Department of Education has set up a mobile industrial training unit for migrant youth. The unit consists of a trailer with a simulated office and a simulated industrial assembly line. It operates 12 months of the year, serving five migrant education centers and 10 school districts throughout the state.

Here migrant young people are taught what they need to know about getting and staying on a regular job. Training begins with the initial phone call inquiring about the job opening (few migrant children know how to use a phone), followed by an actual interview that is videotaped and then critiqued. The youth is then "hired," told how to operate a time clock, and told the importance of punctuality and dependability. Thereupon he or she starts on-the-job training, learning all the skills required for an assembly-line or office job. At the end of the program, trainees receive their paychecks, plus instructions on how to open a bank account, pay their bills, budget, and save systematically.

The program takes two to four weeks with 24 students attending each day. So far it has helped an estimated 500 migrants move from backbreaking fieldwork to jobs offering increased income, prestige, and rapid advancement.

But what of the future?

The Office of Education is now developing a career education program that will span kindergarten through twelfth grade. It will give migrant children a picture of what occupations and professions lie beyond the vegetable fields and fruit orchards. It will introduce to them, grade by grade, the basic skills necessary to obtain meaningful, stable employment. It will show them which skills are needed for certain occupations and then help them gain these skills. Through guidance and counseling migrant children will be able to arrive at realistic decisions about their future and will be more likely to achieve their occupational goals.

Also, if their parents should stop their migrations, these children will continue to be helped. In the years ahead, as more and more migrants leave the stream, Title I's migrant education program will place additional emphasis on the child who stays in one spot but still needs special help.

This change in focus is resulting in another shift in program emphasis. For years, migrant children have filtered through rural schools. The new settling-in trend is now bringing migrants to our cities, and the urban school is becoming the new educational arena of the migrant child. So it is here that the Title I migrant education program also must turn its attention.

But there are still hundreds of thousands of children who will continue to follow the sun—children who never stay in one state long enough to receive credit for their studies or to complete successfully any total course of study. For the high schooler, in particular, this has been a major problem. Now specific steps are being taken to remedy this situation.

As a beginning, the Office of Education is analyzing and grouping courses offered in various states so that migrant children can receive proper course credit for classroom attendance wherever they are. The effort is expected to significantly alter the traditional credit system and permit the involvement of all states in providing a more realistic response to the special needs of the migrant child. However, which courses will constitute a diploma "core" and which schools will award the diploma are still under discussion.

All this will require considerable interstate cooperation. To benefit the migrant child, all states must work together, capitalizing upon the successes and failures of the others. Already schools are beginning to pool their expertise and to specialize in the education of teachers with skills and insights that permit them to identify effectively with migrant children. □

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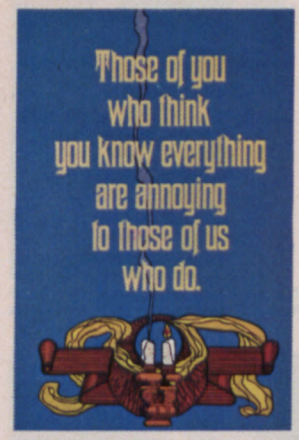
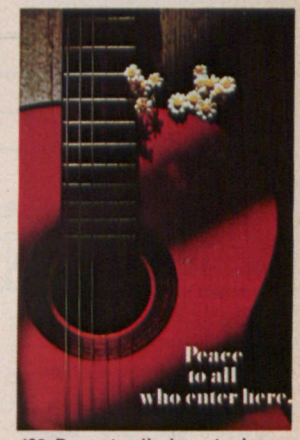


2055 Those of you who think you know everything are annoying to those of us who do.

687 No act of kindness, no matter how small, is ever wasted.

886 The beginning of wisdom is silence.

892 It's good to be petted a little, praised a little, appreciated a little.



438 Peace to all who enter here.

369 Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly.

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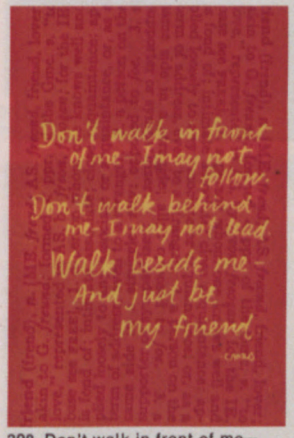
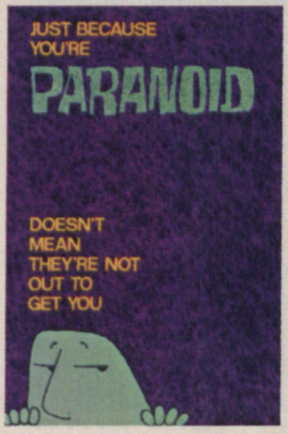


398 Don't walk in front of me—I may not follow. Don't walk behind me—I may not lead. Walk beside me—And just be my friend.

377 I like you—you're different!

710 Faith is the substance of things hoped for, the evidence of things not seen.



679 Just because you're paranoid doesn't mean they're not out to get you.

607 There is more to life than increasing its speed.

654 A moment's insight is sometimes worth a life's experience.

630 There can be no rainbow without a cloud and a storm.

717 If any man seeks for greatness, let him forget greatness and ask for truth and..

761 Feelings are not like faucets you can turn on and off.

Happiness is like a butterfly.
The more you chase it, the more it will elude you.
But if you turn your attention to other things,
It comes and softly sits on your shoulder.

370 Happiness is like a butterfly. The more you chase it, the more it will elude you. But if you turn your attention to other things,...

Additional posters displayed on pages 2 and 3 — Order form on page 3

121 You see things as they are; and you ask "Why?". But I dream things that never were; and I ask "Why not?"

457 Life is a journey, not a destination.

415 Today is made for you.

756 Things take time.

724 When life gives you lemons, make lemonade.

Love is patient, love is kind. Love is not jealous;
it does not put on airs, it is not snobbish. Love does
nothing rude; it is not self-seeking; it is not
prone to anger; it does not brood over injuries, but rejoices along with the truth. Love
covers over everything, believes everything,
hopes for everything, puts up with everything.
Love never fails.

214 Love is patient, love is kind. Love is not jealous: it does not ...

463 Where love rules there is no will to power.

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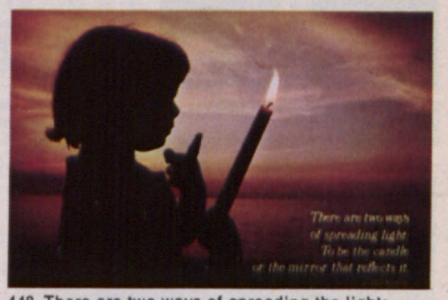
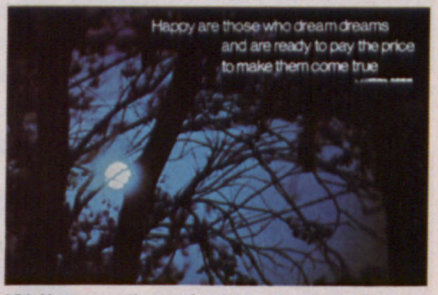


448 There are two ways of spreading the light; to be the candle or the mirror that reflects it.

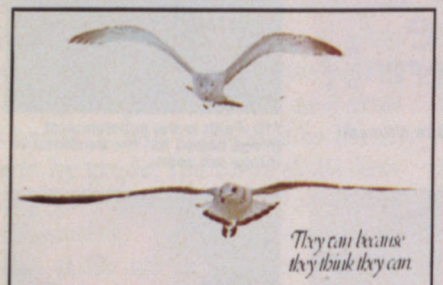


354 Happy are those who dream dreams and are ready to pay the price to make them come true.

658 The important thing is this: to be able at any moment to sacrifice what we are for what we could become.

792 The greatest truths are the simplest.

677 Think big.



660 They can because they think they can.

308 Two roads diverged into a wood, and I— I took the one less traveled by and that has made all the difference.

444 He who's not busy being born is busy dying.

716 To wonder is to begin to understand.

603 The best way out is always through.

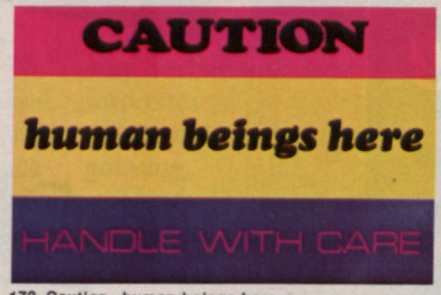
404 Jesus of Nazareth requests the honor of your presence at a dinner to be given in his honor.

426 Life is either a daring adventure, or nothing.

721 A dreamer lives forever.

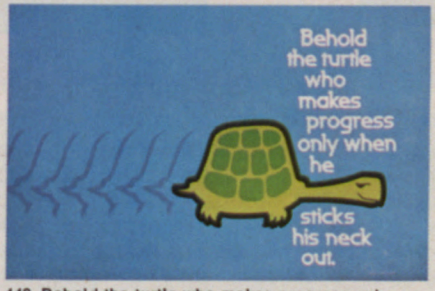
309 Each dawn is a new beginning.

640 The greatest kindness we can offer each other is the truth.



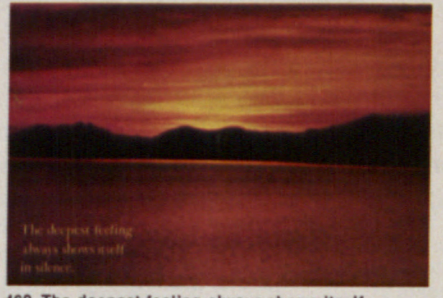
172 Caution—human beings here—handle with care.

760 If you do not understand my silence you will not understand my words.



443 Behold the turtle who makes progress only when he sticks his neck out.

856 All I have seen teaches me to trust the Creator for all I have not seen.



460 The deepest feeling always shows itself in silence.

887 Do not follow where the path leads. Rather, go where there is no path and leave a trail.

266 Sometimes I sits and thinks and sometimes I just sits.

715 No goal is too high if we climb with care and confidence.

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———	327	A good friend	———	679	Just because you're
———	354	Happy are those	———	687	No act of
———	369	Hold fast to	———	710	Faith is the
———	370	Happiness is	———	715	No goal is too
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———	404	Jesus of Nazareth	———	721	A dreamer lives
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———	443	Behold the turtle	———	761	Feelings are not
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———	448	There are two	———	792	The greatest
———	457	Life is a journey	———	856	All I have seen
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———	463	Where love rules	———	887	Do not follow
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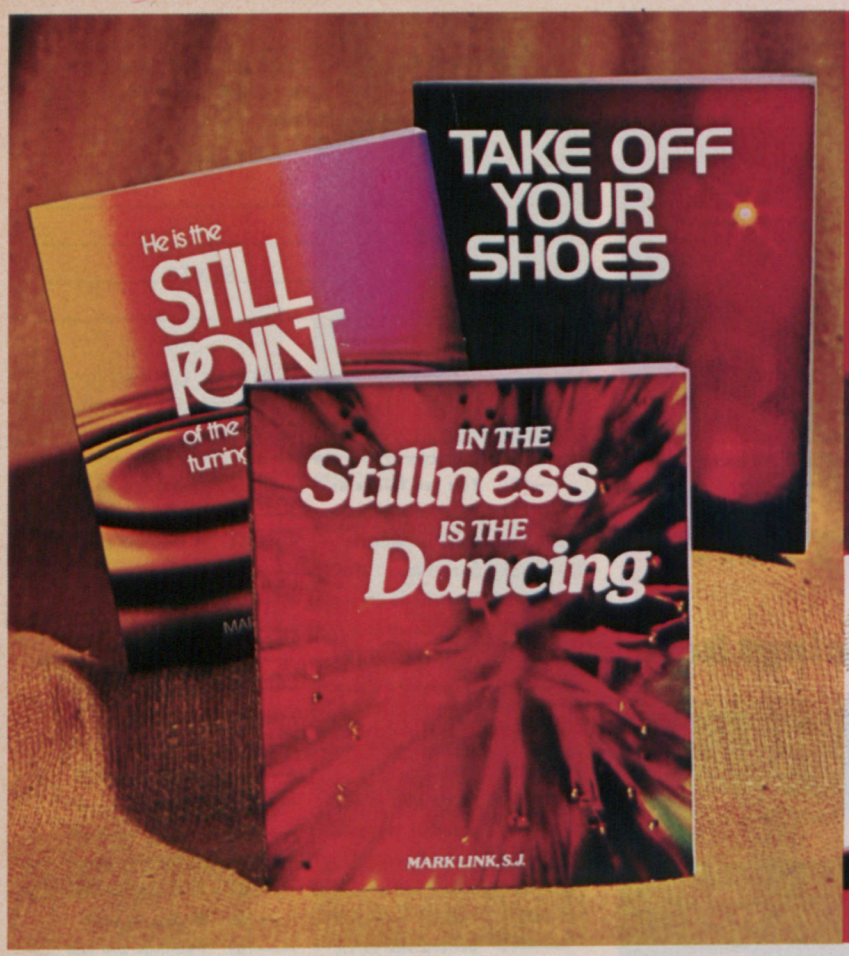

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How To Help Migrant Children

By **IDA BROWNLEE BRAGDON**
Oral Language Specialist, Migrant Education Center, Broward County (Florida) Public Schools.

Because I was a migrant child and because I now work with migrant children, I know that educators must lift the masks from the faces of these children if they hope to teach them. This challenge provokes some pertinent questions which I shall attempt to answer in this article.

- How do we identify these masks, and what are their origins?
- Why should we lift the masks?
- What will we find underneath them?
- How can we lift them?

How do we identify the masks and what are their origins? They appear in various forms and have many origins. Here are a few:

First: The mask of periodic tuning out or daydreaming.

Origin: Probably environmental. It may result from the child's conditioned response to living in an atmosphere of noise, discord, and confusion.

Second: The mask of nonverbal behavior.

Origin: Probably environmental, also. The child may be a product of a nonverbal household. The parents are too busy, too depressed, or too uneducated to know the importance of setting aside a time for free, pleasant conversation with the child. Consequently, they speak to the child in monosyllables or with a word or two, such as "move," "hush," "stop," "eat," "shut up," "get out." Most of these expressions discourage verbal communication between parent and child.

The child, in turn, may become nonverbal with other adults but very verbal with peers. Nonverbal responses might include shrugging the shoulders, shaking the head, or pointing.

Third: The mask of hostility or belligerence.

Origin: This mask has a social or economic origin. Poverty breeds hostility and belligerence. In a depressed society, "survival of the fittest" is a literal slogan.

About four years ago, members of our County Research Division and I administered an intelligence test to five- and six-year-old migrant children. One question asked what they would do if a child smaller than themselves started a fight with them. Ninety-eight percent of the children answered, "I'd kill him."

The mask of hostility might also stem from an educational setting in which failure and rejection generate anxiety. This anxiety takes the form of belligerence, hostility, or negativism.

Fourth: The mask of blank stares.

Origin: This may be caused by a breakdown in communication. Martin Deutsch asserts that the inattentiveness of the disadvantaged child in the classroom is often interpreted as poor motivation; however, the problem may be limited comprehension caused by "the demands of a situation in which instruction is geared to the listening habits and patterns of middle-class speech."

Fifth: The mask of ignorance. This might reveal itself in withdrawn, taciturn behavior.

Origin: The origin is complex. One source might be the standardized intelligence tests, which have done irreparable damage to disadvantaged children. Here are some examples of answers given by five-year-old migrant children on an intelligence test. They received no points for these answers.

Vocabulary	*Response*
Cushion	Something you sleep on
Spade (heard as space)	Like when you leave some room in the bed
Sword (heard as sewed)	Fix my clothes when they tore up

(In the dialect, s-w-o-r-d is pronounced *SW*ord. The *w* is heard.)

When test results indicate that children are moronic or imbecilic and the teacher treats them as morons or imbeciles, they will eventually play that role. The height of their aspirations will be determined by the label.

A second source of this mask of ignorance might be the child's speech patterns. The use of nonstandard dialect often gives a false impression of ignorance.

A third source of this mask may be a psychological device. When placed in a desegregated classroom which has an intolerant or biased atmosphere, some older disadvantaged children will "fake" ignorance because they are afraid of increasing the racial hostility surrounding them. In other words, they find it less dangerous to play the stereotyped role.

Why bother to lift the masks? Be-

cause they interfere with learning. We have a moral and educational obligation to promote both cognitive and affective learning for the migrant children entrusted to our care. I agree that "we can't win 'em all," but, with the right attitude and techniques, we can help the majority of these children achieve success in the classroom.

What will we find underneath the masks? We will discover that migrant children possess many strengths which often go unrecognized. I have seen the strengths of migrant children described as follows:

1. They are eager to please. Mexican-American children come from families which honor old traditions and emphasize respect for the authority of adults. In general, migrant children have the tendency to be obedient and to value the praise and acceptance of their teacher.

2. They are responsible. By the age of nine or 10, many migrant children care for younger children while parents work. By the age of 12, they are often breadwinners, contributing to the family income by their work in the fields.

3. They are loved. Their families welcome them with enthusiasm and warmth. Usually their self-concept does not suffer at home.

4. They are adaptable. Because they have moved around so much, they have learned to adjust to various kinds of living, working, and learning situations.

5. They are perceptive and sensitive. Perhaps because of a language barrier, they have developed the ability to "read" visual cues, such as facial expressions and gestures, and can generally size up new situations and people.

6. They can express themselves vividly and with ease among their family and peers. The school's task is not to belittle their means of communication but to provide them with the opportunity to develop the use of the language of the dominant culture.

7. They want an education. In spite of the many adaptations that they must make in each new environment, they continue to enroll in school and display a willingness to overcome a variety of problems.

8. They are curious. Given a supportive environment, they are alert, observing, and full of questions.

9. They are enthusiastic. It is easy for them to become committed to activities which are geared for their level.

10. They possess a culture of their own. Their beliefs, values, and behavior may be based upon what is required for survival in the life they know.

How can we lift the masks? Let me suggest nine ways.

1. Blot out failure. Enable each child to complete all school tasks successfully and responsibly by placing him or her at the proper developmental level.

2. Accept without ridicule the language that migrant children bring to school. Then provide consistent training to enable them to master Standard English. This means teaching English as a second language to the Spanish-speaking migrants.

3. Treat children with compassion and understanding but avoid the misconception that "all the poor little things need is lots of love." Love is just *one* thing that they need. The best way to demonstrate love is to praise their achievement and to provide them ample opportunity to use their ability in various meaningful ways.

4. Involve parents in the child's training. Provide workshops for parents and community leaders as well as for school personnel. Adapt effective parent and community involvement programs to the migrant program.

5. Constantly upgrade teaching methods and curriculum for the migrant child. Visit other schools or classes to gather new ideas. Have someone come in and evaluate your class, department, or school. Share effective techniques or ideas orally and in writing.

6. Allow young migrant children to visit with older successful migrants as a means of motivating the younger children.

7. Encourage migrant children to talk by providing experiential topics and activities and by being an attentive listener. Avoid using the monosyllables and curt phrases that they are accustomed to hearing at home. Talk to them in complete sentences and teach them how to respond in sentences or acceptable phrases.

8. Don't be misled by standardized test results. If you really want to assess these children's abilities, get to know them as individuals and, even more important, assume that they can learn.

9. Admit your own shortcomings in dealing with migrant children and try to overcome those shortcomings. □

Mrs. Bragdon spoke at greater length on this topic at the Fifth Annual Maryland State Migrant Education Workshop in Cambridge.

Teachers must lift the masks from the faces of migrant children if they hope to teach them.

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CIRCLE QUICK-ACTION CARD NO. 37

Some Workable Evaluation Strategies

By KAREN C. COHEN
Director of Evaluation, Social Studies Program, Education Development Center, Cambridge, Massachusetts.

During the past several years, I have been involved in creating assessment or evaluation strategies for various courses that are being developed at the Education Development Center. The purpose of such strategies is two-fold: to respond to the request of teachers and administrators for better ways to get feedback about student growth and progress and to make the philosophy of evaluation upon which we operate real, specific, and useful to those involved with our curriculum programs in the classroom.

In the process of creating evaluation strategies for particular courses, we discovered that several were generic rather than specific in scope and that they were useful in a variety of courses (primarily social studies and humanities) and with students in grades seven to 12.

I should like to discuss briefly the philosophy underlying these evaluation approaches and the assumptions they entail, and then present three strategies that have been particularly useful: Content Question Analysis, Presenting a Position, and Working in Small Groups. These three strategies are only a sampling of the variety of approaches we've developed and used.

Because our programs stress active student participation, problem finding, analysis, and reflection, evaluation must consist of more than content-oriented tests. Since our programs are generally based on the idea of a socially interactive group of students who are sharing ideas and points of view with each other, the evaluation process cannot focus solely on the individual. It must also take into account the interactions of small groups and, indeed, of the entire classroom.

Evaluation, furthermore, need not be solely a means of rating and grading. The critical task is to give the teacher and the students ways of summarizing and interpreting for themselves what they are learning and how far they have come in a course.

More specifically, three assumptions influenced the development of the strategies presented here:

1. *Many evaluation approaches are necessary to understand learning fully.* Learning is a multidimensional process; therefore, no single instrument or test can possibly convey all the information one needs to assess what and how students are learning.

2. *The evaluation process should not be viewed as separate from the learning process in any course.* The method used to measure student performance and success tells students quite clearly what they should notice in their studying and what is "really important."

3. *Evaluation must provide information that students as well as teachers can use intelligently.* Evaluation findings must be clear and convey to students their relative grasp of the course or mastery of a skill.

Now let's look at three evaluation strategies.

Content Question Analysis. This approach is appropriate for nearly any open or essay type of question at almost any point in a course and

Table 1

Position Sheet

Your Name_____

Your Position_____

1. What are your objectives in the case you are trying to present?
2. What arguments will you use to reach your goal?
3. What arguments do you think your opponent will make?
4. How will you counteract your opponent's arguments?
5. What arguments will you use to open your case? To close your case?

(After Your Presentation)

6. What arguments do you feel you presented most convincingly?
7. Did you think of new arguments as you went along? What were they?

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Table 2

Observer Sheet

Your name_____

Person you observe_____ Position he or she takes_____

1. List all of the arguments you remember that this person presented to support his or her position. Beside each argument tell how you feel he or she supported the argument (for example, evidence, reason, emotion, no support).

Argument	Support for the Argument

2. Are there arguments you feel could have been made that were neglected? What are they?
3. Was the presentation convincing? _____ Yes _____ No
4. List below the things other than arguments in this presentation that you think were:

The Best Features	Could Be Improved

5. Did you agree with this position before the presentation?
   _____ Yes _____ No _____ Don't Know
6. Did the presentation change your opinion? _____ Yes _____ No
7. If "Yes," did it change your opinion in its favor? ___ Yes ___ No

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Table 3

Analyzing Effectiveness

1. List below all arguments you **intended** to make, and check how often each observer remembered an argument:

Your Argument	Check each time an observer noted the argument

2. Add the arguments the observers felt you **ignored:**

_____

_____

_____

3. Were the arguments observers most often noted the ones you felt were most convincing?
4. Did students find you convincing? Number Yes_____ Number No_____
5. What, besides your arguments, were the best features of your presentation?
6. What in your presentation did observers feel could be improved?
7. How many students changed their opinions in your favor? (Question 7, Observer Sheet) Number Yes_____

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Table 4

Learning in Small Groups: What's Going On?

The following questions were developed to help you understand what has been going on while you were working as a group on an assigned task. As you worked, besides learning about and using certain concepts and information, you also learned about working together. The questions that follow may give you perspectives on the nature of small-group work and help you see how it can operate effectively and efficiently.

I. Where is the group in solving the problem?
   How far did you get in
   ___ defining the task?
   ___ collecting the data?
   ___ exchanging information?
   ___ analyzing and evaluating data?
   ___ making a decision?
   Was the group
   ___ moving toward a solution? Why?
   ___ bogged down? Why?

II. How well was the group working together?
   Were you
   ___ sharing information?
   ___ expressing different points of view in order to view all sides of the issue?
   ___ clarifying ideas of others?
   ___ building on ideas of others?

III. How were group members helping each other?
   Were you
   ___ encouraging each other?
   ___ keeping communication channels open?
   ___ helping to settle disputes?
   ___ getting the discussion off dead center?
   ___ getting and giving feedback (i.e., checking out how you or others feel or think)?

IV. What problems do you think the group needs to work on?
   How can you work on these problems?

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Table 5

Learning in Small Groups: Who's Doing What?

The following questions were developed to help you learn about the various roles group members may adopt while performing a group task and evaluating what is going on in the group. People can assume many roles to help a group achieve its task. Usually each group member plays more than one role during a discussion. You may wish to try to identify which of the following roles you or others in your group played.

Initiator of ideas
Information seeker
Information giver
Opinion seeker
Opinion giver
Elaborator (spells out things for others)
Evaluation critic (tries to determine where the group is and where it should be going)
Recorder (keeps the group's memory)
Supporter (gives encouragement, agrees)
Harmonizer (tries to resolve conflict)
Gate keeper (keeps communication channels open)
Others (who are they?)

I. Which roles did you play in this small group? Can you give examples?

II. Perhaps for some reason no one in your group assumed some of these roles. If so, which role or roles do you think someone could have played to help you finish your task more easily?

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may be used several times during the year. Teachers generally find this is an easy approach to adopt, since it builds upon an activity most teachers use frequently to assess progress—giving tests. Furthermore, it can be used successfully in numerous contexts and with open-ended or essay questions of the teacher's own devising.

Students need the chance to demonstrate that they have mastered certain information and can use it in the manner the course hopes to develop. Unless they are asked to use the total range of thinking that the course involves, students are likely to believe that certain stated course objectives are not important or real. Tests or essay assignments are the surest means students have to uncover the hidden agenda of the course—to discern what the teachers regard as important. Therefore, the types of questions teachers select (i.e., recall, application, extrapolation) should emphasize the particular skills and concepts they want students to master and should reinforce both the content and methodology of the program.

The material obtained from content-question-analysis exercises can be used with individuals, with groups of students, or with both.

As previously mentioned, it is standard practice to use tests or questions to see how well individual students grasp or understand particular concepts. The method recommended here, however, asks that teachers analyze the answers of the group as a whole and determine which ideas and information the class uses and remembers most often. Looking at this group response enables teachers to judge the effectiveness of a particular part of the course for the entire class.

The easiest way for teachers to obtain this profile of group response is for them to take the first student paper, read the response to the first question, pick out the main ideas, list them on a blank sheet of paper, and put a check by each idea.

They then go to the second paper. If any idea is essentially the same as the ones already listed, they give that idea an additional check. If any ideas in the second paper are different from those in the first one, they write them down and place a check next to each. (In essence, each new idea is listed as a new category; an average class is not likely to create more than seven or eight categories.)

After analyzing all the group's responses in this manner, they share the results with their students. This allows individuals to see how their responses compare with the responses of others in the group, thus gaining insight into the relative merits of their answers and also learning from the answers of others.

After the papers are returned and the analysis of responses is completed, the class can divide into small groups to decide what the *best* answers to the questions should include. Students develop these answers by using their own responses, the group's responses, input from the teacher, and new ideas prompted by the analysis.

The process of having students determine the best answers to the questions allows them to learn through experience what constitutes a good, well-justified, fully explained answer.

If the procedure is repeated during the year, students can measure their own growth in developing good answers.

They usually become involved in this process and enjoy it. It has many advantages. Every student can use the entire range of thinking in the class, and everyone can learn from the "good" answers a few have developed. Students with poor answers can see exactly why their answers are inadequate. If grading is involved, students can both see and help determine the criteria on which it is based. The way answers are shared with the class—anonymously, as part of a group profile—encourages cooperation over competition, as does the process of working toward best answers in small groups.

By doing a content analysis for the group, the teacher learns not only how well individual students are doing but also how well the course *and* the teacher are getting across basic ideas and information.

The most frequent problem teachers report to us after using this approach is that students do not wish to revert to "being graded" on subsequent tests but demand to go through this process for all of their tests, a procedure which requires a minimum of one additional class period beyond the testing period. Sometimes, too, groups will take more time developing criteria for best answers than the teacher has planned for the unit. The extra time, however, seems well warranted if students become really involved in learning.

A second problem that could arise involves the grading of students' responses. Regardless of what grading system a teacher uses—and I make no recommendations in this area, because I realize that many systems require their own approaches to the problem—the important thing is that students understand the criteria the teacher uses in grading them and what ideas the best answer to a particular question should include.

Presenting a Position. This approach has been used successfully from grades seven through first year law school for book reports, role-playing, lectures, debates, and preparation for moot court competition. A presenter receives specific feedback from the audience about the effectiveness of the presentation. As with Content Question Analysis, if this approach is used more than once during the year, teachers and students can measure gains in the clarity, force, and effectiveness of their presentations.

Participants and observers use

(Continued on page 95)

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The Economics of Retirement

By SYLVIA PORTER
Syndicated Columnist and
Expert on Finance and Consumer Economics.

Let's say you are among that infinitesimal minority of Americans able to save enough of your current income and to invest it wisely enough so that in your retirement years you'll have—along with your projected Social Security benefits—a retirement income totaling about the same as your actual earnings now.

There are few real-life counterparts of the contented older couples you see pictured in newspaper and magazine ads and TV commercials—basking in the sun, indulging in leisure activities, comfortably and independently enjoying family and friends; and all this paid for by their Social Security benefits, company pension benefits, the incomes they are getting on private investments they wisely made in earlier years.

For millions, the retirement dream is in reality an economic nightmare. For millions, growing old today means growing poor, being sick, living in substandard housing, and having to scrimp merely to subsist. And this is the prospect not only for the 1 out of every 10 Americans now over 65 (a number and proportion increasing faster than the population as a whole) but also for the 65 million who will reach retirement age within the next 33 years.

How Much Will You Need?

How will your total estimated income fit your actual financial needs during a retirement period which easily could stretch up to 20 years or more? The answer must rest to a large extent on your family's style of living, on the things and nonthings you are accustomed to and would like to continue to have. But here are some guidelines for figuring your future retirement needs, so you can later calculate how big the gap is between your projected income and your actual future needs.

Some of your expenses will be higher.

For instance, your costs for medicine, both prescription and nonprescription, will be an average two and a half times higher than they are for younger Americans. With more leisure time, you may want to increase your spending on travel, dining out, entertainment, and hobbies.

On the other hand, many of the things that now figure in your budget will either cost less or cease to be at all important to you.

By the time you retire, the chances are that your home mortgage will have been paid off or, if you move to a smaller place, your overall housing expenses will be lower than they are now.

If you retire in a warm climate, your clothing needs also will be less, and your heating costs next to nothing.

When you reach age 65, you will qualify for Medicare benefits, which could slash your costs for hospital and doctor bills. And these benefits are, of course, in addition to Social Security benefits.

By the time you retire, too, your life insurance policy may be paid up or, if it is not, you may find that you need less protection than you are carrying, which means a lower monthly premium cost or perhaps none.

The high cost of raising and educating your children will be behind you. And your food costs will be lower, simply because the calorie needs of older people are less than those of younger people.

You also will be eligible, in retirement, for important money-saving tax breaks. Under the tax laws of the mid-seventies, you could claim, if you are 65 or older by the end of the tax year, an extra exemption plus a second exemption for your wife if she is 65 and files a joint return with you.

If you are 65 or over or are retired, you could get a retirement income credit which could cut your tax directly by a credit of up to 15 percent of your retirement income.

If you are 65 or older before you sell at a profit a home in which you have lived for five of the previous eight years, you might be able to eliminate all tax on the gain, if the sale price is $20,000 or under. If the price is more than $20,000, you might be able to avoid tax on part of the gain.

If you are in this age category, you well may get significant breaks on your property taxes.

Above and beyond tax breaks on your federal income tax, most states offer some type of exemption, special deduction, or reduction for retirees. To find out the rules, check with your state tax department.

Finally, many of the expenses formerly associated with your job, ranging from eating in restaurants to commuting costs, will be sharply reduced.

The basic point remains, though: The actual dollar amount of your financial needs in retirement will de-

pend on your expected standard of living—in housing, dining, clothes, transportation, vacationing, giving. It also will depend on the level of property and state income taxes in the area in which you decide to settle.

It also will be crucially affected—and in an adverse way to you—by the degree of inflation.

You cannot ignore this inflation factor if you are to avoid the financial panic of discovering too late how drastically you have underestimated your future needs!

Precautions in Calculating Your Needs

Obviously, no matter what your style of living, you must be coldly realistic in estimating your own needs.

- You must aim to have an emergency savings fund always on hand to take care of utterly unforeseeable emergencies.
- You must have extra health insurance to supplement Medicare.
- And you must have some kind of "inflation cushion." If inflation continues to chew away at the buying power of your retirement income at an annual rate of say 5 percent, and you expect to retire 20 years from now, you will *need 165 percent* more than you need today. This means that for what you can buy for $3,000 a year today, you would need $7,950 in 20 years. For what your $10,000 buys today, you would need $26,500 in 20 years.

In the same vein, here are prices for selected goods and services in 1984 at different yearly rates of inflation.

Item	Assumed Price	Estimated Price in 1984 at Various Yearly Rates of Price Rise			
	1974	4%	5%	6%	7%
Weekly food	$ 50.00	$ 74.01	$ 81.44	$ 89.54	$ 98.36
Milk, quart	.35	.52	.57	.63	.69
Steak, pound	1.80	2.66	2.93	3.22	3.54
Subway ride	.35	.52	.57	.63	.69
Lipstick	2.50	3.70	4.07	4.48	4.92
Taxi ride	1.50	2.22	2.44	2.69	2.95
Hospital room	100.00	148.02	162.89	179.08	196.72
Cigarettes	.50	.74	.81	.90	.98
Refrigerator	275.00	407.06	447.95	492.48	540.97
Man's suit	125.00	185.03	203.61	223.86	245.89

Figuring Your Monthly Expenses

Now, taking into account your own life-style and needs and allowing for inflation, figure your own monthly expenses now and after retirement on a work sheet that might look something like this:

Item	YOUR MONTHLY EXPENSES Where Money Goes Now	After Retirement
Food—including meals away from home		
Clothing		
Laundry, cleaning		
Transportation		
Car expenses (including operating expenses and depreciation)		
Auto insurance		
Train or bus, other routine travel		
Housing		
Rent or mortgage		
Homeowners insurance		
Heat		
Gas and electric		
Telephone		
Repairs, maintenance		
Lawn and garden upkeep		
Property taxes		
Household help		
Furniture and furnishings		
Medical care (not covered by insurance)		
Medicare payments for doctor bills		
Other health insurance premiums		
Medicines		
Dental care		
Life insurance and annuity premiums		
Vacation and travel		
Education expenses		
Savings		
Newspapers, magazines, books		
Personal allowances (including grooming, haircuts)		
Contributions and gifts		
Entertainment (movies, theater, etc.)		
Hobbies and sports, club dues		
Miscellaneous		
Total monthly expenses		
Total annual expenses		

As a rule of thumb, many retired couples find that they can live comfortably on roughly two-thirds of

their preretirement after-tax incomes. You, though, may be able to—or have to—live on less. Or you may want to live on more.

To determine where you stand, the next step is to calculate what your retirement income is likely to be.

How Much Will You Have?

Estimate Your Retirement Income

If you're typical, you'll retire and start to collect your Social Security benefit checks *before* you reach 65; more than half of today's beneficiaries are now electing early retirement. Many company pension plans also are encouraging early retirement. And many workers in their early sixties—and even in their fifties and late forties—become unwilling candidates for early retirement when, after leaving or being laid off a previous job, they find it difficult to get a new one.

Whatever the case, before estimating your retirement income, you have to estimate the age at which you will decide to—or think you will for some reason be ready to—retire.

What comes next will involve some arithmetic and paperwork, but this should not be difficult. The task is to make a list of all the sources from which you can anticipate retirement income.

- Learn what you can expect in the way of Social Security benefits—most likely, the cornerstone of your retirement income program.
- Add to your expected Social Security benefits the amount of monthly income you can expect from your life insurance policies; annuities; and your company, union, or other pension program.
- Check such other key retirement income sources as cash savings, stocks, bonds, real estate.
- Conservatively estimate the income you might get if you sold valuable assets you now own—art, stamp collections, your home, etc.—and reinvested the proceeds in various ways.
- Also very conservatively estimate what income you might get from a part-time job or business you are looking forward to having in retirement.

Just listing all these sources of income will give you an idea of your expected total income. And that, along with what you have already estimated will be your future living needs, will give you a guide to how much more retirement income you should now be building to provide you with a comfortable standard of living later on.

Getting the Retirement Income You Need

Whether the estimated retirement income you arrive at will be adequate will depend, of course, on your needs. If it is not adequate, several options are open to you.

One is obviously to reduce your needs, decide what things in your original retirement plan you can manage to do without. Another is to beef up your income. Assuming you choose the second option, there are three stages in planning to get the income you need.

(1) Accumulate as many resources as possible during your preretirement years. You can help bring this about, perhaps by stinting on some living expenses in this period in order to put more money in savings accounts or to invest in such things as mutual funds or growth stocks or high-grade bonds.

(2) Use part of your current income and the nest egg you have accumulated to buy an income for your retirement years. This income could come from life insurance, an annuity or pension program, dividends, interest, or income-producing real estate.

(3) Plan on periodically withdrawing a portion of the capital in your nest egg during your retirement.

How Long Will Your Retirement Capital Last?

How long will your nest egg last? That will depend on the rate of return it is earning and the amount you withdraw each year. Conceivably, your fund could last indefinitely, as the following chart indicates.

If you retire with a nest egg of $100,000, you can make it last for one decade, two, three, or even longer. Just how long will be determined by the rate of return on your capital and the amount you withdraw for living expenses each year. Suppose, for example, you need $9,000 a year and your fund is earning a 7 percent return; then your money will last 22 years. If your return equals or exceeds your withdrawals, your fund will last indefinitely, as indicated by the symbol ∞. (Always keep in mind that the dollars will buy less in the marketplace than they are buying as you read this.)

Of course, if your nest egg amounts to just $50,000, you simply cut the annual withdrawal amounts in half and your money will last the same number of years shown in the chart. □

Annual Withdrawal	Years Your $100,000 Fund Will Last At These Annual Rates of Return					
	5%	6%	7%	8%	9%	10%
$ 6,000	36	∞	∞	∞	∞	
7,000	25	33	∞	∞	∞	
8,000	20	23	30	∞	∞	
9,000	16	18	22	28	∞	
10,000	14	15	17	20	26	
11,000	12	13	14	16	19	25
12,000	11	11	12	14	15	18

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This article has been excerpted from one chapter of *Sylvia Porter's Money Book*, the 1,105 pages of which discuss "how to earn it, spend it, save it, invest it, borrow it—and use it to better your life." (© 1975 by Sylvia Porter. Published by Doubleday & Co., Inc.)

Behavior Modification
What It Is-and Isn't

By **BERTRAM S. BROWN, M.D.**
Director, National Institute of Mental Health, Rockville, Maryland.

Are behavior-modification programs widely used in the public schools?

Most educators would reflexly answer "no" to this question.

Ten years ago, this would have been the proper response, but since the early 1960's, the application of behavior-modification principles in classroom settings has developed at an extremely rapid pace. Almost every public school near a large city or a university center has at least one behavior-modification program.

Sometimes these programs are supported by federal agencies like the National Institute of Mental Health or by universities or colleges as part of a research program, but more and more projects are being developed independently by teachers or administrators to cope with a problem or situation unique to a specific school. Thus, behavior-modification programs are now found in a wide variety of settings in a wide variety of schools—urban, rural, and suburban—involving children from preschool to college age.

This evolution is not startling when one considers that behavior-modification techniques have always been an integral part of the education process. Schools have used rewards (positive reinforcement) and punishment (one type of negative reinforcement) as means by which to modify behavior in learning situations for centuries. More recently, schools have used techniques such as assigning grades to performance levels or withholding or permitting special privileges to teach acceptable behavior.

These procedures are behavior-modification techniques, but teachers who use them often fail to do so in a consistent fashion and then do not understand why they have failed.

As defined by professionals in the mental health field, a behavior-modification program is one which precisely and systematically applies basic principles from psychological research to teach desirable behavior or to eradicate undesirable behavior.

Behavior modification is not one specific method, but rather a family of techniques that have been developed from principles derived from research in experimental psychology. The scientific bases for these techniques originated with the studies of Ivan Pavlov some 75 years ago. Since then, other researchers have followed up on those initial studies with extensive laboratory and field experiments on learning in both humans and animals. Contemporary behavior-modification principles are based on this broad foundation of experimental research.

More than a decade of research, evaluation, observation, and implementation has demonstrated that certain behavior-modification techniques are more appropriate than others for application in classroom situations. Following is a discussion of some that have proved their usefulness in the classroom.

Praise. Praise is so inherent in a teacher's repertoire of behavior that it may seem elementary to include it in a discussion of behavior-modification techniques. However, research has shown that although praise comes naturally from most teachers, it is not used enough. One large survey of public school teachers in Florida found, for example, that 77 percent of the teachers' in-

teractions with students were negative in tone.

Furthermore, numerous studies have demonstrated that negative interaction can encourage undesirable behavior, because such behavior is often used as an attention-getting device. It has been found that when teachers ignore disruptive behavior and concentrate instead on praising good behavior, undesirable behavior usually soon decreases.

For example, in one research project, a teacher concentrated on four of the worst-behaved children in her class, praising their good behavior and ignoring their transgressions. The investigators found that the behavior of the four improved markedly and that the behavior of the others in the class did not deteriorate.

On the basis of several studies, one group of experienced behavioral scientists concluded that establishing rules alone has little influence on classroom behavior, ignoring bad behavior but praising good behavior is very effective in achieving better classroom conduct, and showing approval for good behavior appears to be the key to effective classroom management.

It has been shown repeatedly that programs using positive forms of teacher attention do change children's behavior reliably and quickly without any involvement of the home or parents and without the intervention of other forms of therapy.

However, it is a basic tenet of behavior modification that behavior learned in one setting may not be carried over to another. Thus, in cases in which a child is experiencing trouble at home and in school, it is most desirable to have teachers and parents work in concert to improve the child's conduct in both settings.

When teachers engage in any behavior-modification program, they generally have to put in extra time and effort. Therefore, it is as important for them to receive reinforcement for their efforts as it is for pupils to receive reinforcement for theirs. But what form should this reinforcement take? Some people have discussed giving financial rewards to teachers for their extra efforts in maintaining behavior-modification programs, but such rewards are unlikely to have wide use because of difficulties in measuring behavior change as well as because of budgetary problems and possible opposition from teacher organizations.

Nevertheless, as one former NIMH grantee says, "In a school situation, it is incumbent upon psychologists to insure that there are some rewards for the teacher's efforts other than simply the change in the child's behavior. For example, the psychologist could encourage the principal and assistant principal or elementary supervisor to occasionally stop by the classroom as an act of support for the teacher's efforts in changing the child's behavior."

Soft reprimand. All teachers encounter some disruptive behavior that they cannot ignore. Few teachers would—or should—let behaviors such as swearing, hitting other children, or destroying property go unchallenged or unpunished.

In recognition of the fact that employing praise and ignoring disruptive behavior is not a panacea for all classroom situations and that punishment is sometimes an appropriate response, behavioral scientists have evaluated various means of administering punishment.

They have found that sometimes merely altering the type of reprimand the teacher usually gives may serve to reduce disruptive or deviant behavior. It has been consistently observed that most reprimands teachers give can be heard all over the room; rarely do teachers admonish an individual with a reprimand that can be heard by his or her ears only.

Yet studies have demonstrated that teachers who reprimand students softly (i.e., privately) use fewer reprimands and obtain more "good" behavior than those who reprimand students loudly, (i.e., publicly). While recognizing that the soft-reprimand system requires teachers to individually approach a student for each admonishment, the principal investigator of one such study suggested that the system ultimately might prove reinforcing for teachers when they see dramatic changes in a child's behavior following the expenditure of a relatively small amount of effort.

Like other methods, soft reprimands are not a panacea. Sometimes a teacher must reprimand a student so that others can hear the admonishment. Soft reprimands are also not recommended as a substitute for praise. Rather, behavioral scientists suggest that the ideal combination is frequent praise, soft reprimands, and very occasional loud reprimands.

Modeling. This technique takes advantage of children's propensity to imitate. The theory is that children will modify their behavior to coincide with that exhibited by models who show various behavior strengths lacking in the target children. As current NIMH-supported studies illustrate, this technique may be applied to problems as diverse as drawing out shy preschoolers to alleviating problem behavior of potential high school dropouts.

A study made in the late 1960's involving nursery school children established the efficacy of using the modeling technique with younger children.

In that project, socially withdrawn preschoolers were assigned to one of two groups. One group saw a film of children happily playing with other children; a sound track emphasizing the appropriateness of the behavior depicted by the film accompanied the presentation. The second group viewed a film with no human characters. Afterward, back in their classroom,

the latter group showed no change in their level of interaction, while the former exhibited nearly normal levels of social interaction. The results of this study were recently replicated.

A current NIMH-supported study of modeling involves older children. Its objective is to use modeling behavior to sustain academic motivation among high school students who have demonstrated little interest in school and who have indicated that they may drop out. Successful students who volunteered to participate in the study as behavioral models will meet with the low-interest group twice a week for 32 sessions. The expectation is that academic interest will pick up among the low-achieving students and that this group will have a dropout rate lower than would otherwise have been expected.

Token reinforcement programs. A token reinforcement program involves the frequent and systematic giving of rewards. The basic ingredients of such a program usually include the following: a set of instructions to the class about the behaviors that will be reinforced, a means of making a potentially reinforcing stimulus—usually called a token—contingent on behavior, and a set of rules governing the exchange of tokens for back-up reinforcers, such as prizes or opportunities to engage in special activities.

These programs can, for example, raise achievement levels, increase reading rates, decrease disruptive behavior, or foster creativity in children.

The use of token reinforcement programs has become widespread, and their capability to evoke dramatic changes in the behavior of children has been repeatedly demonstrated. These programs are successful not only with normal children but with emotionally disturbed, retarded, brain-damaged, hyperactive, autistic, and delinquent children as well.

Early token reinforcement programs relied on tangible rewards, such as candy, money, comic books, gold stars, and the like. Recently, however, the trend is toward using social rewards, such as extra free time, opportunity to play with special toys, or even a special hug from the teacher. Both methods appear to work equally well.

Considerable evidence suggests that behavior-modification therapy in comparison to traditional therapies has several important advantages in work with children. These include greater effectiveness; greater efficiency; greater specificity of results; greater applicability to a wider segment of the population of children; and greater utilization as a treatment method, i.e., groups other than professional personnel in mental health, including parents and teachers, can carry out the behavior-modification process.

Nevertheless, the implementation of behavior-modification programs has stirred up considerable controversy. There is some general objection to their use on philosophic grounds, and there is specific objection to their use by teachers in schools.

Much of the criticism directed toward behavior modification is based on *what it is not* rather than *what it is.* In the minds of many, behavior modification is linked with psychosurgery, electroconvulsive therapy, the administration of mind-altering drugs, and the use of other procedures that laymen group under the general heading of "brainwashing." Although these methods do modify behavior, it must be stressed that they are not behavior-modification techniques in the sense in which most professionals in the field use the term.

Some people fear behavior modification because of their distrust and skepticism of authority in general and "mind control" in particular. Perhaps the best response to this line of criticism is the rejoinder that behavior modification is not a method that can be successfully imposed on an unwilling individual. By its very nature, it will succeed only when the individual who is receiving the consequences is responsive and cooperates with the program.

Most fears regarding the use of behavior-modification programs in schools revolve around their purpose. Some argue that these programs are too often designed for the convenience and benefit of teachers and administrators rather than for the best interests of children.

The NIMH certainly does not endorse the use of behavior-modification programs to elicit automaton-like behavior from children. Indeed, such an objective would be the very antithesis of the goal of most behavior-modification programs and good educational practice. Ideally, parents, teachers, administrators, and students should jointly establish and implement program goals. Such planning would help ensure that behavior-modification programs in our schools are aimed to strengthen self-control by expanding children's skills, abilities, and independence. □

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Sex Education: Yesterday, Today, and Tomorrow

By JOHN TEBBEL
Professor of Journalism, New York University.

Few controversies in American life have endured so long, or been argued so passionately, as the debate over how to teach children about sex—or in fact whether to teach them at all. It is a subject of labyrinthine complexity, involving as it does such broad areas as religious belief, public and private morality, the law, and control of the school curriculum. The arguments, moreover, are suffused with the personal attitudes people bring to the discussion, attitudes firmly rooted in their own psychosexual lives.

Since the absence of specific instruction is a form of sex education in itself, we could say fairly that children in this country have been given it in one form or another since the first colonists formed a society. In those days the physiology of sex had to be learned by experience. The awful terms involved were never mentioned in home or school, but the ruling church authorities saw to it that moral attitudes were taught in both places.

These attitudes were derived directly from Judeo-Christian culture, specifically from the rigid restraints Jews placed on sexual behavior when they returned from their Babylonian exile, an inexplicable departure from the far more permissive laws they followed in their earlier history. Early Christians, most of whom were Jews, inherited these repressive attitudes and perpetuated them in their own religion. When state replaced church as the ruling authority in England, doctrinal repressions were embodied in English law and carried to America with the *Mayflower* and its successors. Several of those laws are still on the statute books in some states.

From the beginning, religion and government were united in their determination to keep within narrowly specified boundaries how and where children were to learn about sex, as well as what and how much. However, that effort has been one of the abysmal failures of history. Before the Revolution, Isaiah Thomas was secretly importing sheets of *Fanny Hill*, binding them, and selling them from under the counter. The licentiousness of the seventeenth and eighteenth centuries in America is abundant proof that the restrictions of state house and pulpit did little to restrict.

It may be supposed that the young were surreptitiously enjoying the tide of erotic literature that began to flow in the early 1800's. The Americana section of the library of the Institute for Sex Research at Indiana University, the largest of its kind in the world, lists 46 of these items published in America between 1800 and 1865. Some of this early erotica masqueraded as guides for the newly married, a belated kind of sex education.

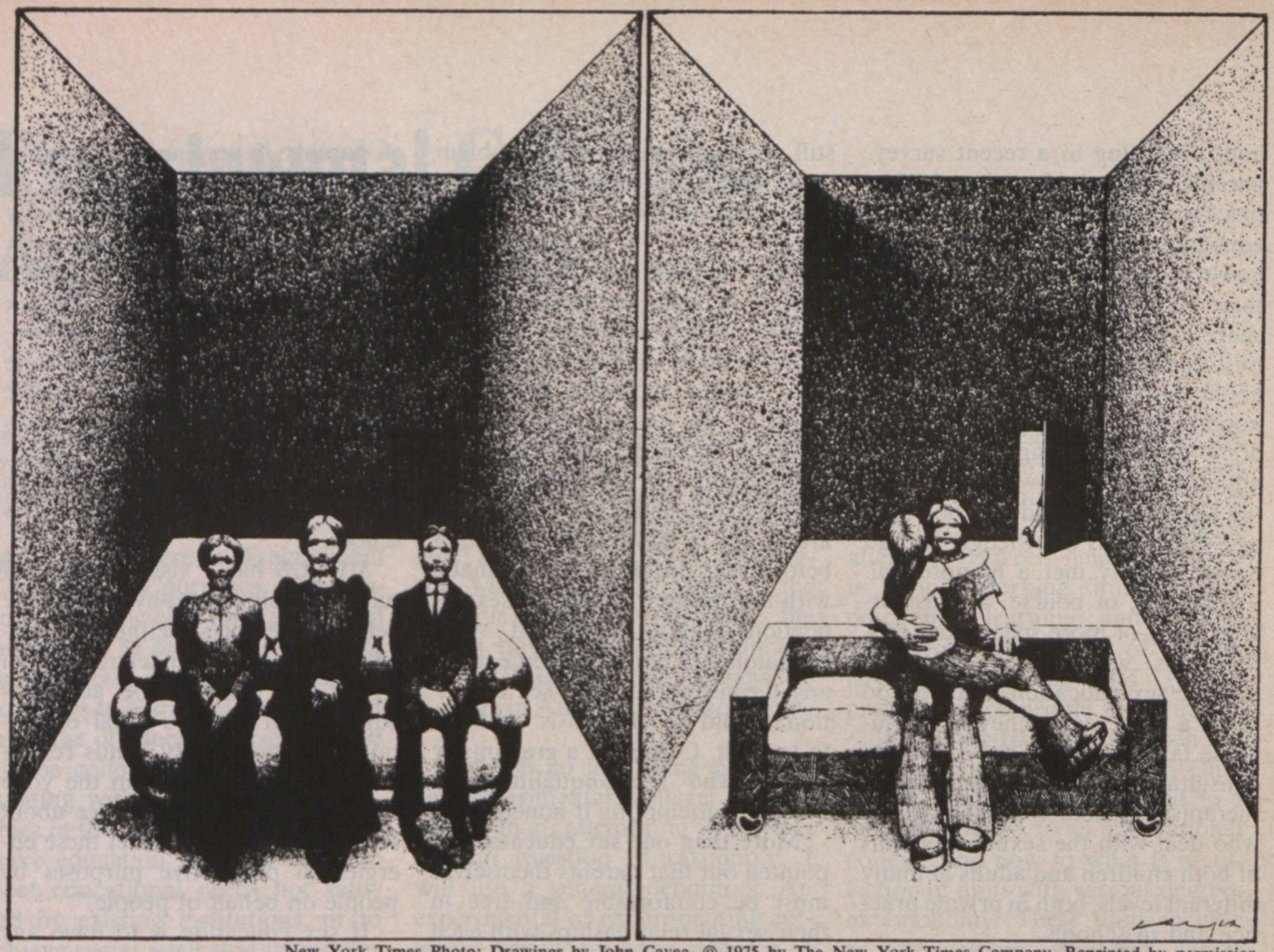
Perhaps the first sex education book for young people, intended as such, was *Important Facts for Young Men*, published in 1844, and announced as showing the "destructive effects of masturbation and the frequency of hernia and rupture." Four years later the moralists were working both sides of the street with *The Secret Habits of the Female Sex*, "letters addressed to a mother on the evils of solitude."

One should not assume that such attitudes were confined to the ignorant, opportunistic doctors who wrote them. Records of early conferences in Vienna, where Freud and his followers were lecturers, show that these pioneers treated masturbation as a sign of immaturity, at the least, and at the most as a sickness needing cure.

If these men changed their attitudes to some degree, most doctors and the general public did not. As late as the 1920's and 1930's, tittering, half-frightened schoolchildren were being subjected to gender-segregated lectures on sex by visiting physicians who repeated the errors of 1844 about masturbation and dispensed a variety of other kinds of misinformation.

In fact, there was little disposition on the part of the scientific community to study either the physiology or psychology of sex. When Alfred Kinsey began the first college marriage course in the nation at Indiana in the summer of 1938 and sought to provide himself with some background information, he learned that only 19 studies of sexual behavior had been made up to that time.

Oddly enough, there was already some movement toward sex education in the public schools. As early as the mid-1920's, the Child Study Association advocated sex education programs in schools, as did the National Congress of Parents and Teachers. The past 30 years have



New York Times Photo: Drawings by John Cayea. © 1975 by The New York Times Company. Reprinted by permission.

seen a steady movement toward school-related sex education, with growing support from parents, who told Dr. Gallup in 1969, in a ratio of 7 out of 10, that they favored such instruction.

The rising tide of venereal disease and unmarried, pregnant teenagers during the sixties no doubt had much to do with this affirmation as parents, many of whom felt they had lost control of their children, turned to the schools for help.

On the surface, sex education today seems to many like a triumph of reason over bigotry. Even though reliable data are virtually nonexistent, it is common knowledge that such education exists from the junior high level upward even if it does not flourish.

Disguised by such contemporary circumlocutions as "Life Science" classes or "The Family" or well hidden in biology courses, some kind of sex education is being given to children and college students in doses ranging from simple physiology to advanced courses which explain human sexual behavior in the frankest terms. As might be expected, the private schools are well ahead of the public institutions in the degree of information imparted.

Despite all this, sex education remains a matter of controversy, sometimes violent, in many places. The reason is not difficult to find. We are dealing here with attitudes, and in spite of vast sociological change in America, many of these attitudes have not changed since the beginning of the Republic.

We have only to ask ourselves the sources from which children can get information and then evaluate them, to see how confused the situation remains. Now, as always, most children get their sex education "in the street," as the saying goes, meaning from their peers. This is particularly true of those at the bottom of the social and economic curve, but it extends to the top.

At every level, the nature of our contemporary society is such that it is easy for anyone to get sex information in one form or another from books, magazines, motion pictures, even television.

Most sex therapists who have studied the subject agree that this availability has not changed the sexual behavior of children and young adults as much as the public seems to think, but it has made them substantially more accepting and understanding of what people do sexually than any previous generation. The more traditional repressions and ways of viewing sex appear to be confined today to some ethnic groups whose religious and family life is more tightly controlled than is the case with the remainder of the population.

The "family doctor" was once a prime source of sex information,

and, according to a recent survey, parents still rank physicians in first place as effective planners of a sex education course. Unfortunately, however, many doctors, in spite of their knowledge of physiology, share the public's misconceptions, misinformation, and prejudices about sex and tend to minimize its importance in their patients' lives. Some are surprisingly provincial about it. A small-town doctor with big-city training told me not long ago that, to his knowledge, he had never actually met a homosexual.

There is, of course, a considerable array of more specialized professionals who are qualified to provide sex education and who do so on a large scale. They would include family-life and sex-education consultants and the whole range of therapists (primarily psychologists) who deal with the sexual problems of both children and adults at many different levels, both in private practice and in schools.

Then there are such valuable organizations as the Sex Information and Education Council of the United States, familiarly known by its acronym SIECUS, which has acquired a worldwide reputation for its approach to sex education. In its first position statement on sex education, issued in 1974, SIECUS defined its approach to such education: "Free access to full and accurate information on all aspects of sexuality is a basic right for everyone, children as well as adults."

Parents who accept this and other SIECUS facts intellectually often revert to *their* parents' fears and phobias when it comes to their own children. A great deal of literature is now available to parents that will help them provide sex education at home, where many of them think it should be taught, but it appears to be used primarily by well-educated, upper-middle-class people.

The total volume of this literature, substantial though it may be by comparison with the past, is still very small. Most parents, it seems, still prefer not to have the problem dealt with at all or want someone else to deal with it.

Parental indifference or outright antipathy, combined with the relatively slow progress of sex education in the schools and the active hostility toward it among large segments of the population, make it unlikely that there will be much rapid change in the future. Most sex educators believe that the adults are going to have to be educated before real progress can be made with the children. Goals for sex education need to be defined, since educators are not in agreement, by any means, about what sex education should be or who is qualified to teach it. Certainly, a great many people who are *un*qualified are currently attempting it nonetheless.

More than one sex educator has pointed out that parents themselves must be comfortable and free in their sexual relationships with each other if their children are to be educated properly, but as any therapist will confirm, the social upheaval in America during the past decade has moved family life in the opposite direction.

A prime factor in this move has been the increasing availability of the pill. While the oral contraceptive has not proved to be the decisive factor that advocates of population control had hoped it would be at the beginning, and its medical liabilities remain a matter of controversy, along with the later IUD, its relatively easy availability has certainly affected the sexual behavior of teenagers, and consequently changed many family life patterns.

Up-to-date and comprehensive data are not available concerning the extent of its use by adolescent girls, but as therapists of every variety are well aware, the removal of fear of pregnancy has lowered the barrier that has traditionally prevented girls from having premarital intercourse. Since that fear was based largely on the reaction of parents if pregnancy occurred, the effect has been, inevitably, to change family relationships in many cases.

Perhaps it is more important to attack the problem of parental sex education, many authorities believe, than to waste disproportionate time and effort combating the fanatic moralists who try to remove books from libraries, get teachers fired, and generally attempt to suppress any effort toward sex education in school.

SIECUS has a vision of the future probably shared by most in the field. Its members see the next decade as one in which sexual human rights will come to be acknowledged, with "the co-equal obligation of responsibility," thus releasing human energy "from the yoke of fear, guilt, and ignorance about sex, in order to rechannel these energies to productive purposes by people on behalf of people."

If sex education is to have any real meaning in the lives of Americans, beyond teaching them where babies come from and how to avoid VD, these are the long-range goals which need to be realized. □

NEA Resolution 75-11, Sex Education

The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and venereal disease.

Experimental Colleges: Agents of Change

By CHARLES R. LONGSWORTH
President, Hampshire College, Amherst, Massachusetts.

As long as there is disagreement about the purposes of education—the societal and individual interests to be served, the values to be enhanced and perpetuated, the best ways to learn and to teach, and the value of education itself—there will be colleges devoted to experimenting with educational philosophies in the hope of finding ways to make education more effective, to meet educational needs not satisfied by existing institutions, or to achieve social goals that may differ from those society commonly values.

The emergence of experimental or experimenting colleges in the United States is a phenomenon of this century, the earliest examples being Arthur Morgan's renovation of Antioch College beginning in 1921; the Experimental College at the University of Wisconsin, founded in 1928 by Alexander Meiklejohn but no longer in existence; Bennington, 1932; and Sarah Lawrence, 1928. In the 1930's, Black Mountain College, which no longer exists, and the College at the University of Chicago, which does not survive in its initial, radically innovative form, had brief but incandescent lives. Bard College, which was founded in 1860, traces its experimentation back to 1934; and Goddard College, founded in 1870, to 1938.

Included among other experimenting institutions since 1960 are New College, Sarasota, Florida; Elbert Covell, Raymond, and Callison Colleges at the University of the Pacific; the Santa Cruz campus of the University of California; Franconia (New Hampshire) College; Simon's Rock, Great Barrington, Massachusetts; College of the Atlantic at Bar Harbor, Maine; the Green Bay campus of the University of Wisconsin; and Hampshire College in Amherst, Massachusetts.

There is no such thing as a typical experimental college. Hence, rather than attempt to resolve a difficult question of taxonomy, I will use a general definition: An experimental or experimenting college is one whose basic stance is to formulate and experiment with different approaches to education in response to the changing needs of society and of individual students and in a general effort to improve educational effectiveness, whatever the goals. Few of the experiments are truly new and untried. Their freshness and newness come from reformulation and from new applications in response to new knowledge, changed circumstances, new problems, and new opportunities.

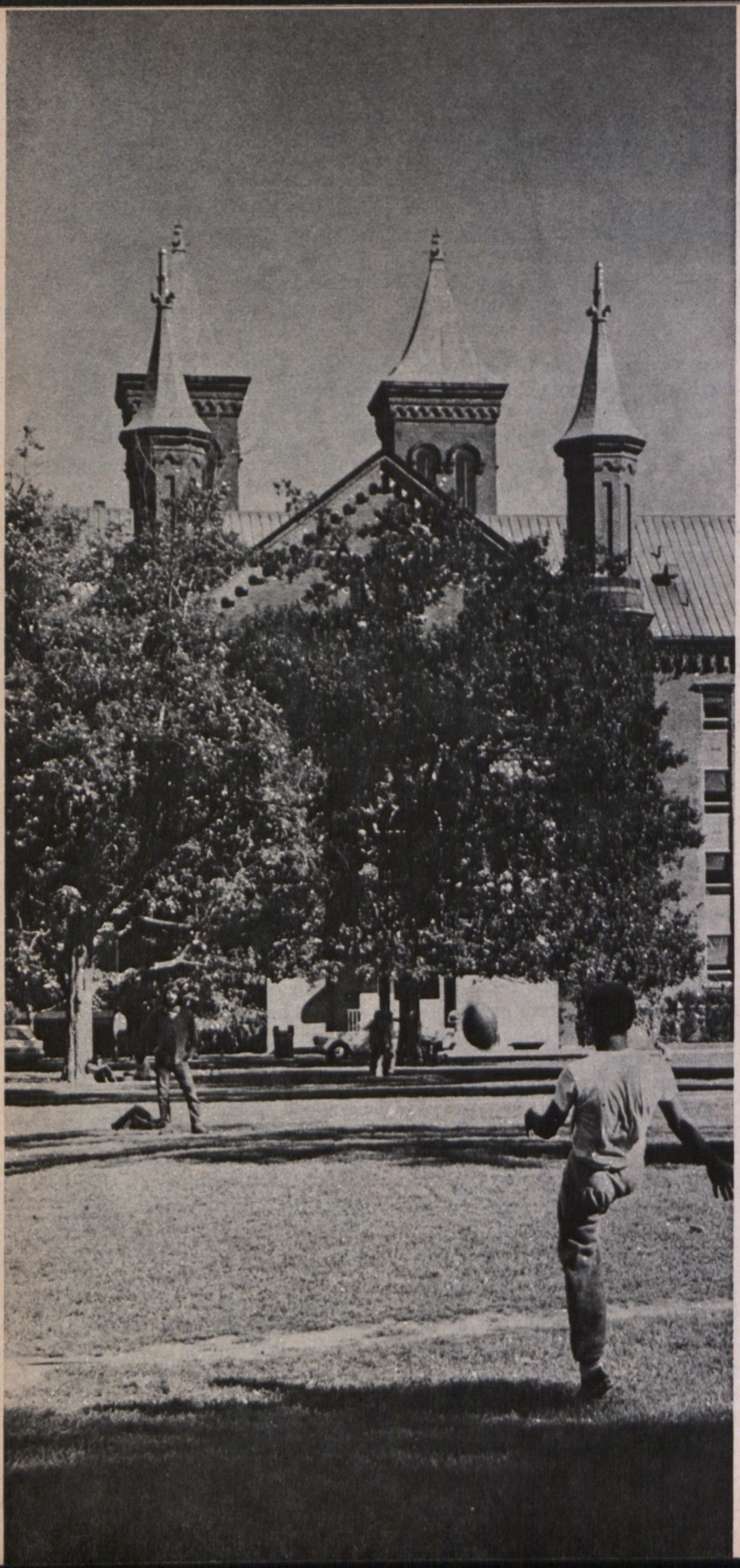
Antioch College in Yellow Springs, Ohio, is one of the more important and successful of the experimental colleges. It was founded in 1852, and Horace Mann was its first president. Early in its history Antioch caused raised eyebrows by admitting students without regard to sex, creed, or color and by appointing women faculty on a par with men. Further, the college minimized the importance of grades as an incentive and provided elective courses.

In 1921, Arthur Morgan, as president, initiated many of the features that survive today at Antioch: the mandatory cooperative work program, whereby students alternate between field experience in various working situations and on-campus learning, and a move away from the training of specialized academicians and toward preparation of people for living.

In the last 10 years, Antioch has metamorphosed first from an Ohio residential liberal arts campus to a national college, to an international college, and now to what is a collection of units with various degrees of autonomy. These units include a Philadelphia teachers' center with a high black enrollment aimed at improving urban education, similar institutes for improving rural education in New Hampshire and Vermont, a center for bilingual education in Texas, a center for the study of government in Maryland, and an experimenting law school in Washington, DC.

Antioch has recently been one of the pioneers in granting academic credit to adults for life and work experience. Indeed, underlying all the Antioch programs is interest in innovation and experimentation, a commitment to making the college a socially useful institution (it characterizes itself as continually looking for new groups of people whose educational needs have not been met), and a strong belief in work as a part of education.

The Evergreen State College (Olympia, Washington), one of a small number of new liberal arts and sciences colleges, prefers to think of itself as an alternative college, recognizing that there is basi-



◀ *Antioch College is one of the more successful experimental colleges.*

cally nothing new about the things it is doing. Rather, Evergreen is eclectic in nature, recombining educational elements in a program which has a decidedly different flavor from that of most higher education.

This state-supported college only recently survived a critical test of confidence in the Washington state legislature, which was skeptical about the usefulness of such a different kind of institution. The academic staples of Evergreen are a series of coordinated interdisciplinary studies followed by individual and small-group contracts within the disciplines. The former are team-taught programs, typically of three quarters' duration, in which students, working with faculty from different fields, devote their full energies to interdisciplinary studies—in, say, natural science and humanities—of problem-oriented themes.

After completing such studies, students participate in group contracts, studying a single academic area, or they negotiate individual study contracts with an instructor to do specific work, including participating in field internships for academic credit.

Evergreen is also running pilot programs to introduce middle-aged people to college. Now under way are programs involving state clerical employees between the ages of 30 and 40 and a group of housewives age 35 and over.

My college, Hampshire, opened in 1970. One of its central purposes is to stimulate educational cooperation among its founding and neighboring institutions—Amherst, Mount Holyoke, Smith, and the

University of Massachusetts—in an experiment which is larger than Hampshire itself: to demonstrate that the real fiscal educational advantages to students of cooperating institutions are sufficiently clear and compelling to warrant an increasing measure of interdependence among those institutions.

Hampshire's stock in trade is individualized education with academic progress measured by examination rather than by accumulation of course credit hours or semesters in attendance. As do many of the colleges already mentioned, Hampshire has an alternative evaluative system to grades, stresses the development of the whole person rather than preparation for graduate school or a vocation, and has an avowedly socially alert and morally indignant student body and staff.

Hampshire benefits enormously from the coordinated and close relationships it has with long-established and more conventional institutions; it also is constrained by such relationships in the same sense that any institution is when trying to be both independent and interdependent.

The 1960's are generally regarded as one of the great periods of experimental activity in American higher education. Fueled by Great Society programs and by private philanthropy that distributed the benefits of a huge economic boom and a rising stock market, many new colleges came into being with a substantial number devoted to experimentation. Other colleges underwent dramatic reforms, and programs of experimentation were started within existing colleges or through satellite colleges attached to major universities.

How experimental are the experimental colleges today? What sorts of things do they do best? What kinds of students do they attract? What kinds of faculties? What are their greatest weaknesses and greatest strengths?

And, finally, to what extent have the experimental colleges influenced higher education in general and what might we speculate about their future influence?

The experimental colleges show no indication of abandoning their roles as agents of change. The institutions have undertaken a variety of experiments: focus on adult education, credit for living and working experience, independent and nonresidential adult degree programs, bilingual and bicultural education, outdoors programs, better integrated alternative campus and work experiences, professional apprenticeships, proficiency examinations, and many others.

These efforts are aimed at correcting what the experimenters see as flaws in the basic system of higher education in the country:

- that the needs and ambitions of women and minorities are not met equitably
- that the individual differences among learners are not sufficiently recognized, honored, and satisfied
- that education is confined solely to on-campus classrooms and to association with peer groups.

Generalizations about the distinguishing characteristics of students in the colleges mentioned in this article are hazardous at best. Students at experimental colleges are likely to be above average in intelligence among college students; more independent in thought and action prior to college; more interested in the college they attend for reasons having to do with that college and its educational program rather than with the possibility that the college will serve as a means to vocation or graduate school; more radical or liberal in political and social thought than their counterparts; more concerned about social, economic, and political justice; and less concerned about status and making money.

Finally, the students seem to have a stronger sense of what they want from their education and are prepared to interrupt it or to transfer in an effort to seek satisfaction of their educational goals and values.

The experimental colleges have fewer faculty members with PhD's than have the most highly competitive academic institutions, such as Amherst or Swarthmore, where the percentage will approach 85 percent. At Evergreen State College, 68 percent of the faculty have PhD's or other advanced terminal degrees. The percent is 60 at Hampshire.

Training of the faculty in experimental schools is strong and traditional and compares favorably with faculty training at the major academic institutions. Doctoral degrees from Minnesota, Stanford, Harvard, the University of Washington, Berkeley, and other major graduate centers abound. And the faculty, in general, just as the students, have chosen to associate with their colleges because they prefer that kind of education, are attracted to the freedom and unencumbered life-style characteristic of those institutions, and have been turned off by the intense and sometimes superficial professional competition that can characterize conventional institutions.

Teachers who join experimental college faculties soon find that if they are not prepared to accept a major teaching responsibility, they are ill-suited for the demands put on them by the expectant students they encounter. But by and large, the faculties at these colleges *are* teaching, and their research and publication output is probably small compared with that of colleagues in conventional colleges of similar size. Compared with the output of undergraduate and graduate faculties in universities, it is minimal. Nevertheless, the quantity is respectable, and the quality is admirable.

The "real," conventional mea-

sure of the success of an educational institution is the success of its graduates. This, perhaps, is the most difficult standard to apply to the experimental colleges, for no one can establish an unambiguous causal relationship between educational experience and subsequent behavior. Success (or lack of it) is according to the values of the one doing the judging.

Recurrent in the basic themes of the colleges under discussion is an emphasis on life and living as opposed to preparation for a career or vocation, and the allowable subtleties and differentiations that might attest to "success" are more defiant of measurement than would be those for an institution devoted to training aerospace engineers or even for Meiklejohn's experimental college for "educational leadership."

Arthur Morgan said he was preparing people for living. Goddard College stresses an interest in students' demonstrating an ability to perform (in whatever mode), to be publicly involved, to be competent and full individuals. Antioch defines success as the ability to develop a meaningful career, become involved with one's community, sustain personal relationships, learn, and be actively (or passively) engaged in the creative process. Hampshire encourages individuality, expecting the student to find and nourish a means to sustain an integrity and an independence of mind and spirit.

My impression is that examination would reveal, however, that the graduates of experimenting colleges go to law, medical, and other graduate schools in large numbers and adopt vocational responsibilities that are not significantly different from those which are adopted by the graduates of other colleges and universities.

An exception may be found in the extent to which the latter are found in large business corporations. Smaller businesses and self-operated and entrepreneurial enterprises are favorites of the independent-minded graduates of experimenting colleges. A higher percentage than average may be found in the fields of teaching and social service.

There is no question that the high fever of educational reform of the 1960's has cooled. Students entering the experimental colleges these days do not shoot from the hip as they did a few years ago. Neither they, their teachers, nor the administrators of these institutions are as bold or carefree now. Students are more vocation-oriented and insist on education with a meaning they can understand and an effect they can predict.

But neither the students nor the experimental institutions have abandoned the values that brought them together in the first place. The colleges have deep commitments to individualized education and to the social and educational principles they have described. In spite of intense economic pressures and, in some instances, declining enrollments, they are strongly inclined to cling to their ideas.

Most of the faculties and academic leaders of these institutions are convinced that the conventional forms of undergraduate education ill-prepare many students for the changes associated with the so-called postindustrial society.

In the last 10 years the experimental, alternative, and experimenting colleges have had the satisfaction of seeing many of their cherished ideas—alternative forms of evaluation, field study, independent study, work experience, student-designed courses—take hold on even the most conservative American campuses. And although they recognize that some individual institutions may not survive, they see experimental colleges as having a strong and vital role to play in the American educational scene. □

Dealing with Racial Conflicts in the Classroom

By **BEN HOLMAN**
Director, Community Relations Service, U.S. Department of Justice.

Carol was a product of the suburbs—the sort of girl that WASP parents hope their sons will marry and have kids by.

But around her junior year in college, Carol began to change, deciding to break her engagement to a plastics heir—and to have a career of her own. And she wound up teaching in a large Eastern city high school.

Initially, the school, like the one she had attended, had almost no minority students. After a year or two, however, the school had begun undergoing profound changes involving desegregation and the busing of black and Puerto Rican and Cuban kids.

By now, Carol had a good idea of what teaching in such a setting was all about. Secondary students are formidable adversaries, and because she was not one to give up easily, Carol had been trying for months to devise a cookbook methodology for coping with the problems she faced daily—

Problems such as having students call her a "bitch" and a "racist."

Such as other students telling their Puerto Rican classmates "You don't know nothing. All you do all

day is talk mumbo jumbo." And José responding with "Who you calling dumb? All you honkies (Blacks) do is smoke grass and lose fights."

Such as white and black and Puerto Rican and Cuban students pushing and shoving to get seats next to their own ethnic group. It seemed as though the situation grew worse every day, with more throwing of books, more ridiculing, and more fights.

Carol, let me now admit, is a fictional character, but the problems she encountered are typical of what most teachers in multiracial schools face: peculiar problems that are manifested in the way students relate to their fellow classmates *and* to their teachers. These problems may take the form of general harassment, such as derogatory name-calling, for instance. They may also be expressed in more subtle ways, such as making assumptions about others' abilities based solely on race.

At times, the problems may take the form of physical confrontations —fights between two persons of different ethnic or racial groups or free-for-alls that pit students of one racial or ethnic group against another.

Such confrontations—either overt or subtle—require a response from Carol. But what kind? Her immediate response may be tied to what she has done before to create a classroom climate that minimizes problems. But how is such a climate best created in a multiracial classroom?

Since racism is part of our cultural heritage and everyone is affected by it, Carol's first step should be to analyze her own racial attitudes. She should take an honest look at what she may have been taught about race and at what her experience, if any, has been with other races. She should be open to learning about herself from others. In some instances, she might learn as much from her students as she can teach them.

If she has a good understanding of her own racial attitudes—and is willing to learn—she will be better able to deal with many of the interpersonal problems that arise.

Instead of responding to charges of being prejudiced with "I'm not prejudiced," she would be able to see the accusations as an opportunity to engage in dialogue and to learn more about her students. (The teacher who attempts to persuade students he or she is not prejudiced rather than to investigate the cause of their concern gives up a rare chance to learn about the effects of his or her behavior.)

It would also help if Carol realized that signs of favoritism can be subtle; that perhaps a teacher who is somewhat tense when talking to Blacks may smile less and hence appear unfriendly. Real fairness demands a cultural sophistication sufficient to adapt regulations, discipline, and curriculum to differing interests.

John Fareira, principal of Edison High School in Philadelphia, says that a "teacher needs to be fair and to try to be as free of prejudice as anybody can be."

Fareira thinks that students can detect phoniness. They know which teachers are for real and which are not. Students are also quite sensitive to the way in which a teacher relates to them personally. To embarrass students in front of their peers or to ridicule them in any way can create a bad relationship. Ridicule can be construed as a racial slur even when it isn't.

Patricia McNeil, who teaches at Wilmington (Delaware) High School, believes teachers must know their students as individuals.

She explains, "If a teacher knows her students well, she is better able to head off potential problems as well as to teach more effectively.

"The teacher and the students obviously both contribute to the atmosphere in a classroom, but the teacher sets the tone. She must do more than just demonstrate a good relationship with her students herself. She must also foster their positive interaction. She must devise work groups and assignments that will enable students of different ethnic groups to interact."

But why? Why not just let all the black students or all the Spanish-speaking students work together on a project?

Well, sometimes this is all right, but McNeil said she knows that only a part of what her students are learning is the content of her course; they are also learning how to get along with each other (or how not to get along).

"In order to learn about each other and break down stereotypes, students need personal contact. Teachers can initiate the kinds of activities that will enable their students to interact with each other. If they just wait for students to take the initiative, interaction may never take place," she adds.

Fareira believes that interaction is something you have to actually *work on*. He says that teachers shouldn't rationalize, "Well, we have a class of various ethnic groups, and since they're in the class together, they are mixing, and that means they will learn to understand each other."

Whatever the curriculum content, a teacher should always weave in some references to ethnic awareness—mentioning various people who have made contributions in a particular field, for example.

An English teacher might even ask students to read and analyze a story that deals with racial conflict in a school. That would give students an opportunity to discuss some of their own ideas about such incidents. These ideas, openly dissected, help lessen the likelihood of conflict in the classroom.

But what should a teacher do when a conflict does erupt between

two students? First, it's important to find out what precipitated the conflict. This can be done at once or at the end of class. The next step is to decide whether the two individuals need time to cool off before discussing the problem.

The teacher may also face a situation in which other members of the class are drawn. Handled skillfully, the incident can be turned into a learning experience for the class through open discussion.

However the teacher decides to handle the situation, it's important that the conflict be resolved. If it isn't, there is always the possibility of its continuing or even escalating later on.

If a problem goes beyond name-calling and harassment and into a fight or free-for-all between students of various racial groups, what does the teacher do then?

In Fareira's opinion, "the way to deal with this is to make it known that serious consequences will result."

Santee Ruffin, a former Philadelphia high school principal, who is now director of urban services for the National Association of Secondary School Principals, feels that a positive teaching-learning climate must exist at all times and that this is something which over 95 percent of the students want.

He says that when a fight breaks out, "the teacher should (a) get help from the nearest source; (b) remove the combatants from the classroom as soon as possible; (c) discuss the problem with them in a firm manner; (d) clarify the matter (a fight that involves members of different races *isn't* automatically a racial incident); (e) remain calm and reasonable and not take sides; (f) try to determine if additional trouble might occur.

He states further, "I disliked having to do some of the things I had to do, but you have to be strong enough to make difficult decisions when the educational experiences of thousands of students could be affected by the irresponsible behavior of a handful."

Dealing with a physical confrontation may also require resources like school security guards and the police. John Fareira, however, cautions that timing is important:

"It's sort of like a forest fire. If you start fighting it quickly, then you can control it. If you let it grow a little bit, then the need for resources will be magnified way out of proportion."

Knowing which response is appropriate to a particular situation calls for sound judgment as well as a good understanding of the situation. But no cookbook recipe fits all circumstances.

Edmond Haywood, currently a regional administrator for the Community Relations Service of the Department of Justice and formerly a high school principal in Cincinnati, takes the view that in a school crisis situation, someone at the top must be firmly in charge, sometimes calling the shots almost unilaterally, "because there just isn't time to do a lot of cogitating."

Haywood, who as a Cincinnati school administrator was forced to make what he calls "Harry Truman-type decisions," says, "Frequently, I myself didn't want to do what I had to do, including calling the police."

Lawrence Hawkins, University of Cincinnati vice-president, who was an assistant superintendent of schools for special problems in Cincinnati during a period of extremely volatile desegregation in the city, agrees with Haywood—up to a point.

"First of all," he says, "the variables change too quickly for you to set a firm policy and stick with it. Often things change from day to day, and I don't think any individual can stay on top of a situation like that. I believe more in a team approach.

"When I was principal of a junior high school that was going through tremendous racial upheaval, I met every day with a representative group of teachers to review what had happened, make some guesses about the next day, and plan tentative strategies for defusing. We also employed some outside consultants who had extensive experience in these matters, and we got through it rather well."

Hawkins says that many other school administrators also used this task force stratagem.

It is my belief that the subject of maintaining order while at the same time imparting knowledge in our public school classrooms in the 1970's is going to require much more attention than it has received in the past. We need more research in this critical area. I'm talking about thorough behavioral research involving perhaps thousands of interviews and surveys in order to determine the negative and positive behavior correlatives resulting from different teaching methods.

Even then, judging from our sources and looking back at my own experiences in the classroom, I doubt that a foolproof cookbook approach can ever be devised.

The cookbook I want to see written is one that sensitizes teachers to the needs of their students so that the students may take more heed of the needs of their teachers as well. Then we can get some learning done. □

For Further Reading

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Why Teachers Need a Federal Collective Bargaining Law

The right to bargain is the right to fair and equitable treatment under law.

As Congress returns to work following the holiday recess, the House Subcommittee on Labor-Management Relations is considering a bill to guarantee the right of teachers and other public employees to bargain collectively. This article, based on NEA testimony given in November, is designed to answer the most prevalent questions teachers are asking about the proposed legislation.

Q. Why do teachers want a federal collective bargaining law?

A. Since last fall, we have witnessed a rash of public employee strikes, financial crisis in state and city government, and a somewhat dismal return from all but complete national financial chaos. Inflation has hit government and its employees extremely hard. The once "secure" public service now is a quagmire of unkept promises, massive layoffs, and general insecurity.

Much of the public employee unrest has been triggered by local and state governments who have turned deaf ears to employee concerns. Teachers are extremely frustrated by legislative inaction. They are pressing state and federal governments to enact a bargaining law.

Q. But aren't teachers who strike making economic problems worse?

A. Public employees on the one hand are blamed for economic ills, while on the other hand—because they lack the right to bargain—they are denied any meaningful mechanism to discuss with public officials financial priorities and policies.

Public employers can't have it both ways: They can't be intransigent and refuse to bargain and then impale public employees because they strike after being goaded into extreme action. Public employees who lack the right for meaningful involvement in policy can hardly be blamed for the financial chaos of public government.

Moreover, public employees are generally dedicated, reasonable men and women who have the same needs and desires as other people. They want to feed and clothe their families, live in adequate housing, and provide a good education for their children. Publicity notwithstanding, frills and luxuries are the exception and not the rule for teachers.

Public employees feel a keen responsibility for the people they serve. In New York City, NEA's affiliate loaned the distraught city government $150 million from the teachers' retirement fund. The bet cannot be hedged. New York City teachers have gambled a more secure and adequate retirement for the survival of their employer. This action hardly shows irresponsibility.

Q. Is it realistic to seek a federal collective bargaining law in these troubled times?

A. This may appear to some a very inopportune time to seek the enactment of a federal law regulating the bargaining relationship between public employees and their employers. But economic chaos has been used as a club against public employees.

Rather than negotiate over fiscal matters that affect public employees, many local and state govern-

Teachers want what workers in private enterprise have had for more than 40 years.

ments have unilaterally reduced job salaries and benefits. In one state, the governor, acting entirely on his own, cut 5 percent out of already promised state school funds, leaving local officials with a terrible dilemma. This governor, who violently opposes collective bargaining, has suggested that schools close their doors one day a week as an economy move.

It is common knowledge that essential services delivered by private enterprise cost more today than five or 10 years ago. Common sense ought to indicate that essential services provided by public employees will also cost more today.

Resistance to taxation is exactly the same as resistance to huge corporate profits or higher prices at the supermarket. The continued willful containment of wages and benefits in the public sector is bound to explode eventually. What we have seen recently is only a hint of what may well happen unless public employees have the right and responsibility to participate in the decisions affecting their future.

Q. What right would a collective bargaining law guarantee?

A. The right to bargain is much more than merely the right to strike. The right to bargain is the right to reach an amicable agreement with one's employer. The right to bargain is the right to fair and equitable treatment under law. With the right to bargain goes the responsibility to exercise good faith, restraint, and reason.

There is a clear need for a federal structure which is fair to the employer, the employee, and the public. Teachers know firsthand the scourge of one-sided bargaining laws, the pain of unjust and exorbitant penalties, and the frustration of having no avenue for redress of grievances. Teachers want what workers in private enterprise have had for more than 40 years—the protected right to bargain collectively.

Q. What, exactly, is NEA asking Congress to do?

A. NEA supports the inclusion of public employees under the National Labor Relations Act (NLRA). However, simple inclusion would do an injustice to all concerned. A mechanism must be provided which actually resolves the problems faced by the parties to bargaining in the public sector. Our proposal suggests specific amendments to the NLRA to resolve the most urgent issues.

- We ask for a well-defined impasse mechanism involving mediation and fact-finding and, ultimately, the right of public employees to strike. However, we do not ignore the public's well-being.
- We propose that the federal courts may enjoin a strike if activities of the strike threaten the public health or safety.
- We feel that supervisors in public employment should have the right to bargain under the National Labor Relations Act.
- We see a need to provide states with an incentive to enact their own bargaining laws by strengthening the present option of the National Labor Relations Board to delegate regulation of the process to a state which has enacted a statute substantially equivalent to the federal law.
- We recognize that present state laws dealing with traditionally bargainable items, such as retirement, should continue in effect and that the states should be allowed to enact new laws as minimums.

In short, we propose that Congress provide the badly needed process to create the balance of power necessary for employees and employers to reach argeement and yet protect our ultimate employer, the public.

Q. Don't some states give teachers the right to bargain?

A. Yes. Some states have attempted to enact fair bargaining laws, but few have succeeded. States have had more than 15 years—the time that public employees have been seriously bargaining—to resolve the problem. The federal government must now step in and provide the structure.

We fully understand that the passage of a federal law will not end all strikes, nor will it necessarily usher in the rule of sweet reason in bargaining. A federal collective bargaining statute is not a panacea. However, it is the necessary first step to bring order in an increasingly disordered and troublesome period in our nation's history.

With each passing year, the problems in public-sector labor relations have become progressively worse—the inequities, greater; the frustrations of public employees, deeper; and the confrontations, more intense. The need for immediate Congressional action is critical.

—NEA Government Relations.

New book reveals the most common

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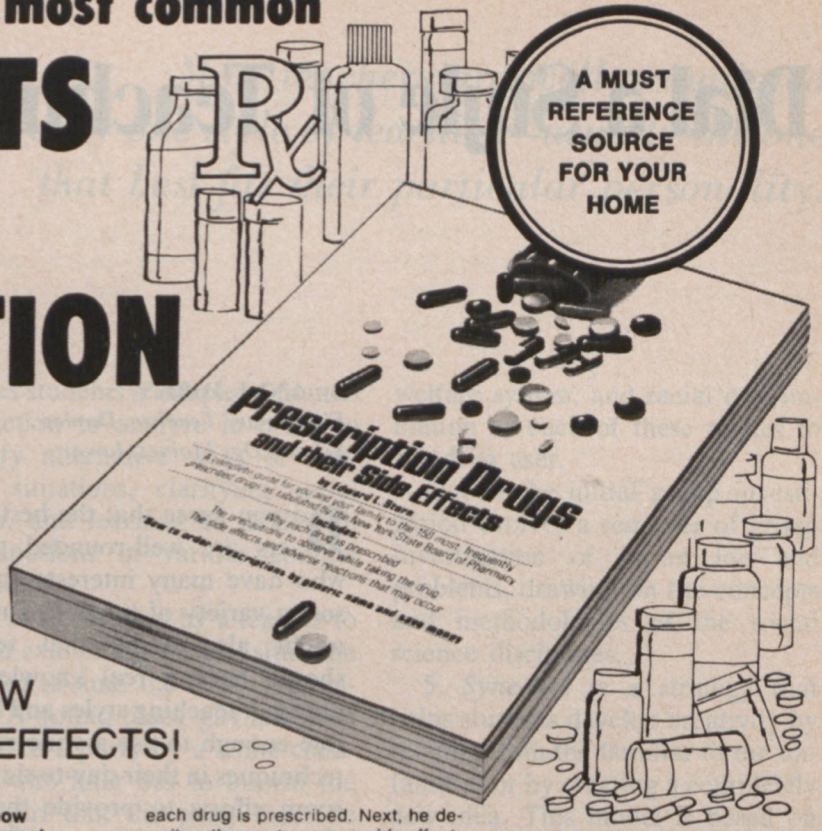
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Chances are, you or a member of your family has filled one or more prescriptions in the last 30 days. It's estimated that more than *one billion* drug prescriptions are written by doctors in the U.S. each year. Sometimes, these drugs cause such *unwanted* side effects and adverse reactions as:

dizziness, dry mouth, stomach cramps, loss of balance, bleeding, fluid retention, headaches, vomiting, fever, rash, nausea, loss of appetite, itching, diarrhea, blurred vision, pains in the joints, impotence, insomnia, jitters, fluttering, constipation, shortness of breath, drowsiness, depression.

Occasionally, the reactions can be even more severe. For example, a recent headline in The New York Times (1/27/75) linked diabetes pills used by 1.5 million Americans to heart disease deaths. Originally published in the Journal of the American Medical Association, the report estimated the number of premature deaths at between 10,000 and 15,000 people a year.

And, another article in The Washington Post (7/9/75) told how the Food and Drug Administration ordered a major pharmaceutical company to issue warnings on two popular antibiotics implicated in 45 colitis deaths—13 in the first half of 1975 alone. Testimony at the FDA hearings indicated that 95% of the 7 million patients taking the drugs annually should never receive them.

You have a right to know how your body might react to a given drug before you take it!

Of course it's true that drug manufacturers *DO* alert doctors and pharmacists to the possible side effects and adverse reactions of the drugs they make. However, in order not to induce imagined symptoms, some physicians say nothing to their patients.

But what about those individuals who believe *they have a right to know* how their bodies might react to a given drug? What about *your right* and *your family's right* to know?

Well, now you *can* learn about the possible *side effects* of the drugs you take *before* you fill the prescription. *Before* you take a pill or spoonful of medicine. Here, finally, is the information the American public has been waiting for. *Must* reading for anyone who takes even one prescription drug.

Titled "PRESCRIPTION DRUGS AND THEIR SIDE EFFECTS," it is a simple-to-understand analysis *by brand name* of the 150 most frequently prescribed drugs as tabulated by the *N.Y. State Board of Pharmacy*.

Naturally the book does not list *all* the known side effects and adverse reactions to the 150 most frequently prescribed drugs. Only the common ones. Those the patient *should* be alert to.

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To prepare this volume, the author researched the various pharmaceutical reference manuals *plus* the literature drug companies send to doctors and pharmacists. Then, he edited this material into layman's language explaining the conditions under which each drug is prescribed. Next, he describes the most common *side effects* and *adverse reactions* of each drug. And that's not all — the book also includes . . .

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Chlor-trimeton ®	Librium ®	Seconal ® Sodium
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Dial a Style of Teaching

By ANNE DIRKS
Elementary Teacher, Dunlap School, Des Moines, Iowa.

Do you agree that the best teachers are well-rounded persons who have many interests and possess a variety of talents? Then you might also agree that teachers should have a real knowledge of different teaching styles and be flexible enough to use a wide range of techniques in their day-to-day classroom efforts to provide their students with maximum understanding.

Unfortunately, most teachers are well-acquainted with only one style of teaching—usually the one that best fits their particular personality. But given the chance to explore other styles and to "try them on" just for fun, many teachers have gained more confidence in themselves and more enthusiasm for their profession.

Aware of the need of teachers to familiarize themselves with a variety of teaching styles, the NEA recently offered a course entitled "Models of Teaching." Luckily for me and 14 of my fellow teachers, the city of Des Moines was selected to pilot-test the program. And because the course was successful, many other teachers will also be given the opportunity to take the course.

Three very competent instructors from the East Coast taught the course, which met three hours a week for 15 weeks. During this time, we studied several particular teaching models intensively, receiving input from the course instructors on these models, viewing demonstrations of the models (both live and videotaped), breaking into smaller groups to engage in peer teaching, studying videotapes made of fellow participants outside the course meeting time, and providing one another with feedback.

Before we began an examination of alternative teaching strategies, we were required to analyze our own preferred or natural style of teaching. And, in order that we might arrange to have ourselves videotaped in the classroom for this purpose, our instructors allowed each of us the use of video equipment.

Many of us who had never been in front of a camera found the thought of being videotaped a quite fearful thing. But once we completed the initial session, most of us lost our fears and realized what a great tool the videotapes can be in letting teachers observe and analyze their classroom behavior.

No one was obliged to let anyone else review his or her tapes. They were for our exclusive use, providing us a baseline record of our teaching behavior. By analyzing our own teaching style first, we were able to acquire a new and common language with which to describe it —a language that had real meaning for us. We could then use that language in talking about other styles of teaching.

When we viewed our first tapes, most of us discovered many things about ourselves. Until then, we hadn't realized exactly how we were coming across. As a fellow classmate said, "It's amazing the things you do and say that you are unaware of doing or saying."

Most teachers are well-acquainted with only one style of teaching—usually the one that best fits their particular personality.

After our self-analyses and self-evaluations, we began studying selected models of teaching that attempt to respond to different educational goals and values. In our study of these models, we first examined the theory on which they are grounded and then watched live or videotaped demonstrations of each model or strategy. The seven models we studied—each of which focused on a different aspect of the learner or the learning environment—were as follows:

1. *Concept formation*, a strategy based on the work of Hilda Taba, involves identifying, enumerating, and grouping data and then conceptualizing and labeling the groups that have been formed. Since this strategy is designed specifically to increase the thinking capacity of students, any content may be used. For example, students can form concepts about their parents' attitudes toward certain political candidates.

2. *Concept attainment* is a strategy in which students are provided with samples of data, some of which represent a concept and some of which do not. The data may concern either events or people.

The students are told only which samples reflect the concept and which do not, and what kinds of attributes make up the concept. They are encouraged to speculate about the concept or principle being used as the basis for the selection of data and to compare their hypotheses and reasons.

The students keep a record of their individual thinking during the procedure. When all the students believe they know what the concept is, each one describes the process he/she went through to reach a conclusion. The group then discusses the relation between attributes, concept, and thinking process.

3. *Role playing* is a teaching strategy where students explore human relations problems by enacting or improvising problem situations and then discussing the enactments. It gives students a sample of human interaction to analyze in order to identify alternative ways of handling situations, clarifying social values, and learning to deal with the emotions in various conflict situations.

An example used by a teacher to help in examining a social situation centered around the following episode: A young black girl has been invited to a party by a white classmate, who later has to inform the black girl that the party must be canceled. The role playing is constructed around how the two handle the situation when they meet later and each girl is unsure of her classmate's feelings toward her.

4. *Group investigation* is a strategy that involves having the teacher first organize the students into a democratic group and then teach them how to use the scientific method to study important social problems. For example, a suburban sixth-grade social studies teacher has presented her pupils with a recent newspaper article that tells about a 12-year-old inner-city child who died of an overdose of heroin. The various pupils' reactions to the story and their speculation on why it may have happened are very different.

Because of this discussion, the children decide to investigate the drug problem. They begin by interviewing a physician and reading about drug use among children. Their investigation is supplemented by a trip to a city neighborhood. As they try to formulate conclusions, they realize how complex the drug problem is. They decide to expand their investigation to housing, the welfare system, and racial discrimination as each of these relates to the drug user.

Out of the initial group investigation evolves a semester of group investigation of urban life and problems, drawing on the concepts and methodologies of the social science disciplines.

5. *Synectics* is a strategy that helps students develop creativity by moving from the familiar to the unfamiliar or by creating a completely new idea. This model is based on metaphoric activity. There are three metaphoric forms.

The first is personal analogy which involves identifying with a person, plant or animal, or nonliving thing. For example: Ask the students to imagine that they are their favorite pet. Ask them How do you look? What do you do? How do you feel?

The second metaphoric form is direct analogy. For example: A classroom is like what nonliving object? A ghetto is like a human being because. . . .

The third metaphoric form is compressed conflict, a two-word description of an object where the words seem to be opposites or contradict each other. An example: How is a computer shy and aggressive? or What machine is like a smile and a frown?

By means of these activities or exercises, the teacher can help foster creativity.

6. *Classroom meeting*, based primarily on William Glasser's ideas of reality therapy, involves having students and teacher spend half to three-quarters of an hour at least once a week engaging in open-

minded, nonjudgmental discussions of problems (personal, behavioral, or academic) of mutual concern to them in a collective effort to find solutions.

For example: A class of fourth graders were not satisfied with how they treated newcomers to their class. In the process of several classroom meeting sessions, they identified and described the specific behaviors that were causing the problem. Next, they described other behaviors that might be more desirable and discussed the consequences of both the present and suggested new behaviors. They then chose what behaviors they would try out and established a way to judge if the new alternatives were effective.

The basic aspect of this technique is that it forces the students to make commitments and then places responsibility on them for fulfilling them.

7. *Inquiry training* is a strategy to assist students in formulating theories and then gathering the information needed to test them in a group setting. The process involves presenting a discrepancy to students and challenging them to determine reasons to explain what has happened. These reasons are formulated into theories. An interesting aspect of this model is that it asks students to phrase questions to the teacher that can be answered "yes" or "no."

This model is used a great deal in science, but it can also be a positive strategy for examining social studies issues. For example, a lesson was designed to determine why Japanese Americans were interned during World War II by the United States, but German Americans were not. The students are encouraged to state questions that produce data which can then be used to formulate a theory or reason for the discrepant event.

Our next task was to select one of the models and then to use it in preparing and teaching a lesson to our fellow participants. (Each of us was required to peer teach at least three of the models by the close of the course.) Most of us felt very nervous about peer teaching. Although we had taught side by side in the same school, the thought of teaching each other, using new and unfamiliar models, was frightening.

However, most of us found our fellow teachers genuinely eager to help by offering criticism that was truly constructive. As the course progressed, we felt much closer in our personal interests, and a new excitement seemed to fill the class and even to spill over into our school.

Each of us chose one model to become particularly competent in, and finally, at the end of the course, we were given the opportunity to demonstrate that competence. We each prepared a lesson for our students, taught that lesson in the classroom, and videotaped the session. At the last meeting of the course, we shared these videotapes with our fellow participants, and most of us were amazed at how well we now really know the different models. We did agree, though, that we wanted to continue practicing.

How does this course actually assist teachers in their day-to-day efforts in the classroom? For one thing, each model is laid out in exact steps, from planning to performance to evaluation. Since each model includes definite directions for effective use, teachers proceed with confidence and feel more secure as they teach. They are able to go beyond simple knowledge of an educational theory and acquire new behaviors or strategies in teaching by practicing them with their peers and then testing them in the classroom.

For me, the course's greatest contribution was a psychological one. With many strategies or models of teaching at my fingertips (enabling me to "dial a style," so to speak), I became less bored with teaching. The days when I felt that I was in a rut began to disappear, and I found myself becoming enthusiastic about all subjects because I knew I had many different handles with which to control them.

And, naturally, the children reflected my renewed interest and excitement. More positive attitudes actually showed in their faces as learning took on new dimensions for them. Participation increased and discipline problems really dwindled.

All of us who participated in "Models of Teaching" agreed that as a result we felt more flexible in adapting to the needs and situations which arose with our students—that we could alter our style to fit the situation. Like me, my fellow teachers found that after a brief review of the model's steps, they could dial or redial for the right learning connection. Having such styles available gave us a keener awareness of the types of questions we were asking our students, of the groupings we were making, and of the responsibilities we were placing on our students.

Particularly exciting to me were the models that emphasized critical and creative thinking. The many *why* questions these models ask helped the students to learn how to think.

I had already known, of course, that there is a great need to teach thinking skills, but I had lacked a handle to use in guiding my students toward such skills.

Many of us found we were already using some of the models to a certain extent in our own classrooms. None of us, however, was fully acquainted with the complete models. To most of us, it was reassuring and helpful to be able to put a label on the styles we had been using and to be provided with a systematic way of organizing and evaluating those particular styles or techniques. □

1974 Children's Books of International Interest

These books were selected by the International Relations Committee of the Children's Services Division of the American Library Association. The list is available (with self-addressed mailing label and 20¢ in stamps) from Children's Services Division, ALA, 50 E. Huron St., Chicago, IL 60611.

Picture Books

Everybody Needs a Rock. Byrd Baylor. Pictures by Peter Parnall. Imaginative, original directions for choosing one's own special rock. Scribner. 32 pp. $5.95. Ages 4-8.

Let's Marry Said the Cherry, and Other Nonsense Poems. N. M. Bodecker. Catchy, delightful nonsense verses adapted from Danish nursery rhymes. Atheneum. 79 pp. $4.95. Ages 6-10.

And I Mean It, Stanley. Crosby Bonsall. A clever mystery with a spunky heroine. Scribner. 32 pp. $2.50. Ages 4-6.

All Butterflies: An ABC. Marcia Brown. Sunny woodcuts illustrate two-word phrases with initial letters that form the alphabet. Scribner. 30 pp. $5.95. Ages 3-5.

The Steamroller. Margaret Wise Brown. Illustrated by Evaline Ness. The story of Daisy, who wanted a steamroller for Christmas. Walker. 32 pp. $5.95. Ages 5-8.

Just the Thing for Geraldine. Ellen Conford. Illustrated by John Larrecq. An independent, engaging girl possum triumphs in a nontraditional career. Little. 32 pp. $4.95. Ages 5-8.

The Elephant and His Secret/El Elephante y Su Secreto. Doris Dana. Based on a fable by Gabriela Mistral. Illustrated by Antonio Frasconi. Powerful woodcuts dramatize a bilingual text. Atheneum. 40 pp. $5.25. Ages 5-8.

Two Good Friends. Judy Delton. Pictures by Giulio Maestro. Soft crayon pictures capture the geniality of "good friends," Duck and Bear, who learn to share their special talents. Crown. 32 pp. $4.50. Ages 5-7.

"Charlie Needs a Cloak." Tomie de Paola. Charlie the shepherd shears, washes and cards, and dyes and spins the wool to make a new cloak. Colorful drawings enliven and complicate the action in amusing ways. Prentice-Hall. 32 pp. $4.95. Ages 4-7.

Where's Gomer? Norma Farber. Illustrated by William Pène du Bois. The ancient story of the flood with a jaunty interpretation: a rhythmic text relates the search for Noah's favorite grandson, named Gomer. Dutton. 33 pp. $6.95. Ages 4-8.

jambo means hello: Swahili Alphabet Book. Muriel Feelings. Pictures by Tom Feelings. A companion to *moja means one,* this introduces the 24 letters of an alphabet used by 45 million people. Dial. 60 pp. $5.95. Ages 6-9.

Send Wendell. Genevieve Gray. Illustrated by Symeon Shimin. A sympathetic story of a younger sibling's need for independence. McGraw-Hill. 40 pp. $4.95. Ages 5-8.

She Come Bringing Me That Little Baby Girl. Eloise Greenfield. Illustrated by John Steptoe. A small boy's resentment of his new baby sister is resolved through the love and understanding of his family. Lippincott. 32 pp. $5.95. Ages 5-8.

The Gorilla Did It. Barbara Shook Hazen. Illustrated by Ray Cruz. With mother/child dialogue as the only text, amusing illustrations show a huge, accommodating gorilla as a small child's imaginary scapegoat and helper. Atheneum. 31 pp. $5.95. Ages 4-6.

Arthur's Honey Bear. Lillian Hoban. A pair of engaging chimpanzees act out a familiar childhood dilemma—the disposal of an outgrown but well-loved toy. Harper. 62 pp. $2.95. Ages 4-8.

How Tom Beat Captain Najork and His Hired Sportsmen. Russell Hoban. Illustrated by Quentin Blake. Tom's "fooling around" annoys his aunt but leads to a "splendidly silly" sequence of events animated by comic, frenetic illustrations. Atheneum. 32 pp. $6.95. Ages 7-10.

Circles, Triangles, and Squares. Tana Hoban. Striking black-and-white photographs of everyday objects reinforce three geometric shape concepts. Macmillan. 24 pp. $4.95. Ages 3-6.

Owliver. Robert Kraus. Pictures by Jose Aruego and Ariane Dewey. An engaging story of an owl who loves to act. Windmill. Dist. by Dutton. 32 pp. $6.95. Ages 3-7.

The Man Who Took the Indoors Out. Arnold Lobel. Elegant, colorful, and comical full-page pictures accompany an ebullient, nonsensical tale in jaunty verse. Harper. 32 pp. $4.95. Ages 4-8.

Frog Goes to Dinner. Mercer Mayer. A sequence of clever drawings reveals Frog's hilarious escapades in a fancy restaurant. Dial. 32 pp. $2.95. Ages 4-7.

Dinosaur Time. Peggy Parish. Pictures by Arnold Lobel. Large type, simple but accurate text, and vigorous drawings distinguish this easy-to-read science book. Harper. 30 pp. $2.50. Ages 4-8.

Circus. Jack Prelutsky. Pictures by Arnold Lobel. Catchy and clever verses set among robust drawings convey the color, activity, and excitement of the "greatest show on earth." Macmillan. 32 pp. $5.95. Ages 4-8.

Squawk to the Moon, Little Goose. Edna Mitchell Preston. Illustrated by Barbara Cooney. Skillfully drawn night scenes highlight each character and complement the clever story of a silly goose who uses her own fears to trick a fox. Viking. 32 pp. $5.95. Ages 4-6.

Our Animal Friends at Maple Hill Farm. Alice and Martin Provensen. Character sketches and comical illustrations capture the ungainly, lovable array of animals that "bring joy, laughter, and life" to Maple Hill Farm. Random. 57 pp. $3.95. Ages 4-8.

Shapes. John J. Reiss. Two captivating animals present basic two-dimensional geometric shapes, then transform them into colorful three-dimensional figures. Bradbury. 29 pp. $5.95. Ages 3-5.

Punch's Secret. May Sarton. Pictures by Howard Knotts. A quiet story of a day in the cage life of a pet parrot. Harper. 30 pp. $4.50. Ages 4-8.

Dawn. Uri Shulevitz. Like an ancient Chinese poem, the brief text combines with luminous watercolor illustrations that progress from the muted tones of night to the fresh brilliance of a glorious sunrise. Farrar. 32 pp. $5.95. Ages 4-8.

Farmer Palmer's Wagon Ride. William Steig. Pen and paintbrush are used with equal dexterity in this slapstick farce about a pig's disastrous trip home with his donkey. Farrar. 30 pp. $6.95. Ages 6-9.

Walk Home Tired, Billy Jenkins. Lanthe Thomas. Illustrated by Thomas di Grazia. A young girl concocts imaginative fantasy rides to coax tired little Billy to walk home from the playground. Harper. 24 pp. $4.95. Ages 5-8.

Albert's Toothache. Barbara Williams. Illustrated by Kay Chorao. When young Albert Turtle complains of a toothache, his otherwise sympathetic family refuses to believe him, for everyone knows turtles are toothless. Dutton. 32 pp. $4.95. Ages 4-8.

My Grandson Lew. Charlotte Zolotow. Pictures by William Pène du Bois.

Booklist
(Continued)

A mother and her six-year-old son share reminiscences of the boy's dead grandfather. Harper. 30 pp. $4.95. Ages 5-7.

Picture Book Folklore

The Third Gift. Jan Carew. Illustrated by Leo and Diane Dillon. Stylized illustrations in earth colors are in harmony with the simple melodious text of this Jouba folktale. Little. 32 pp. $5.95. Ages 9-12.

Why the Sky Is Far Away: A Folktale from Nigeria. Retold. Mary-Joan Gerson. Illustrated by Hope Meryman. A folktale of the Bini tribe warns of the dangers of waste. Harcourt. 32 pp. $4.95. Ages 4-8.

Snow White. Grimm Brothers. Translated by Paul Heins. Illustrated by Trina Schart Hyman. A graceful, idiomatic translation; the illustrations, which dramatically contrast light and dark tones, interpret the characters in a fresh and revealing way. Little. 48 pp. $6.95. Ages 5-8.

Oh, A-Hunting We Will Go. John Langstaff. Pictures by Nancy Winslow Parker. A song which lends itself well to spontaneous participation. Atheneum. 30 pp. $6.50. Ages 4-8.

Arrow to the Sun: A Pueblo Indian Tale. Gerald McDermott, adapter. Brilliant earth colors and geometric figures project the Pueblo myth of the search of a young Indian youth for his father, the Sun. Viking. 42 pp. $6.95. Ages 5-9.

Rumpelstiltskin. A Tale Told Long Ago by the Brothers Grimm. Retold. Edith Tarcov. Pictures by Edward Gorey. Meticulous line drawings are well-suited to the tale of the ugly little creature who demanded his reward. Four Winds. 48 pp. $3.95. Ages 5-8.

Folklore

Greedy Mariani, and Other Folktales of the Antilles. Dorothy Carter, selector and adapter. Illustrated by Trina Schart Hyman. A spirited retelling of 20 tales from Cuba, Jamaica, Puerto Rico, Haiti, the Dominican Republic, and Montserrat. Atheneum. 131 pp. $5.50. Ages 10-13.

Whistle in the Graveyard: Folktales To Chill Your Bones. Maria Leach. Illustrated by Ken Rinciari. These short tales feature ghosts, witches, and other gruesome creatures. Viking. 128 pp. $5.95. Ages 9-13.

Singing Tales of Africa. Retold. Adjai Robinson. Illustrated by Christine Price. A native of Sierra Leone provides the oral narrative for an unusually attractive book distinguished by the inclusion of musical components. Scribner. 80 pp. $5.95. Ages 6-10.

Cross Your Fingers, Spit in Your Hat: Superstitions and Other Beliefs. Alvin Schwartz. Illustrated by Glen Rounds. Homespun American superstitions and beliefs dealing with good and bad luck, love and marriage, omens and evil spirits. Lippincott. 161 pp. $4.95. Ages 9-12.

Songs and Stories from Uganda. W. Moses Serwadda. Transcribed and edited by Hewitt Pantaleoni. Illustrated by Leo and Diane Dillon. Distinguished format, striking woodcuts, and spirited narrative combine to provide a novel storytelling experience and invite a sharing of cultures. Crowell. 80 pp. $6.50. Ages 7-10.

Fiction

The Marvelous Mongolian. James Aldridge. A wild stallion of an endangered Mongolian species is captured and sent to a wildlife preserve in Wales. In an amazing tale of survival and courage, he escapes and makes his way back to Mongolia with his mate. Little. 183 pp. $5.95. Ages 11-14.

The Devil's Storybook. Natalie Babbitt. Ten wise and witty stories of a not always clever Satan have the flavor of folklore. Farrar. 101 pp. $4.95. Ages 8-12.

How Many Miles to Sundown? Patricia Beatty. In the American Southwest in 1881, feisty 13-year-old Beeler Quiney joins her brother Leo and his friend Nate Graber in a search for the latter's missing father. Morrow. 222 pp. $5.95. Ages 10-14.

Bright Candles. Nathaniel Benchley. An absorbing novel of a teenage boy's involvement in the Danish resistance to Nazi occupation. Harper. 256 pp. $5.50. Ages 12-15.

The Mushroom Center Disaster. N. M. Bodecker. Pictures by Erik Blegvad. A tidy miniature insect community deals with ecological disaster by ingeniously recycling refuse left by picnic-littering humans. Atheneum. 48 pp. $4.25. Ages 5-8.

After the Goat Man. Betsy Byars. Illustrated by Ronald Himler. Skillful characterization and smooth writing are coupled with understanding of the inner struggles of the very old and the very young. Viking. 126 pp. $5.95. Ages 10-14.

I Tell a Lie Every So Often. Bruce Clements. A lively, humorous first-person adventure story in a style reminiscent of Mark Twain. Farrar. 149 pp. $5.95. Ages 10-14.

my brother Sam is dead. James Lincoln Collier and Christopher Collier. An authoritative historical novel shows how the Revolutionary War brought tragedy and bitter conflict into the lives of ordinary people. Four Winds. 216 pp. $6.50. Ages 12 up.

Greenwitch. Susan Cooper. The third of a compelling fantasy series in which a boy uses his special powers as an Old One to combat the ancient evil forces of the Dark. Atheneum. 147 pp. $5.50. Ages 10-14.

The Chocolate War: A Novel. Robert Cormier. A grim realistic story of a nonconformist freshman in a boys' high school, this is a powerful study of the manipulation of human relationships, of human cruelty, and of the misuse of power. Pantheon. 253 pp. $5.95. Ages 12 up.

The Son of the Leopard. Harold Courlander. Woodcuts by Rocco Negri. A memorable epic tale, steeped in the traditions, beliefs, and customs of northern Ethiopia. Crown. 55 pp. $4.95. Ages 10-14.

Transport 7-41-R. T. Degens. A stark, compelling first-person narrative of a shrewd 13-year-old German girl on a harrowing train journey from the Russian sector to Cologne in 1946. Viking. 176 pp. $5.95. Ages 12-15.

A Toad for Tuesday. Russell E. Erickson. Pictures by Lawrence Di Fiori. A toad, when captured by an owl with evil intent, charms him with tea and conversation. Lothrop. 63 pp. $4.25. Ages 5-9.

Duffy's Rocks. Edward Fenton. A boy's search for his drifter father in Depression era Pittsburgh and New York ends in failure and in his eventual coming to terms with life. Dutton. 198 pp. $5.95. Ages 12-15.

This Time, Tempe Wick? Patricia Gauch. Illustrated by Margot Tomes. The spirited small heroine of this true incident from Colonial times is determined to save her horse from marauding soldiers. Coward. 43 pp. $5.95. Ages 8-10.

Philip Hall likes me. I reckon maybe. Bette Greene. Pictures by Charles Lilly. A small rural Arkansas town is the setting for this perceptive, humorous story of the joys and minor tragedies of 11-year-old Beth. Dial. 135 pp. $4.95. Ages 10-14.

Sister. Eloise Greenfield. Drawings by Moneta Barnett. A convincing story of a 13-year-old black girl who shares her diary of "special days." Crowell. 83 pp. $4.95. Ages 10-14.

M. C. Higgins, the Great. Virginia

Hamilton. A soaring tale of a loving family living in the Ohio hills under a threatening spoil heap. Macmillan. 278 pp. $6.95. Ages 12 up.

Slake's Limbo. Felice Holman. A desperate 13-year-old waif achieves semi-independence from abuse and poverty by creating a refuge for himself in the Times Square subway station. Scribner. 117 pp. $5.95. Ages 10-14.

The Son of Someone Famous. M. E. Kerr. A bright, funny, poignant story of two teenagers, their families, and their problems. Harper. 226 pp. $4.95. Ages 12-14.

The Forgotten Beasts of Eld. Patricia A. McKillip. A strange and beautiful fantasy of wizardry and love peopled with marvelous and memorable beasts and humans. Atheneum. 217 pp. $7.25. Ages 12 up.

The Real Me. Betty Miles. A bright articulate sixth grade girl triumphs over sex-stereotyping in this breezy first-person narrative. Knopf. 122 pp. $4.95. Ages 9-12.

Soup. Robert Newton Peck. Illustrated by Charles C. Gehm. Humor and nostalgia mix in these autobiographical recollections of a boy and his friend, Soup, growing up in a small Vermont town. Knopf. 96 pp. $4.95. Ages 9-14.

The Perilous Gard. Elizabeth Marie Pope. Illustrated by Richard Cuffari. The origins of popular folk myths and superstitions are skillfully suggested in an intriguing historical romance set against the background of Tudor England. Houghton. 280 pp. $5.95. Ages 10-14.

A Billion for Boris. Mary Rodgers. In this fast-paced urban comedy narrated by Annabel Andrews (of *Freaky Friday* fame), her friend Boris uses a TV that announces tomorrow's news to try to change his mother's life-style. Harper. 192 pp. $4.95. Ages 11-14.

A Boy Called Plum. Darrell A. Rolerson. Illustrated by Ted Lewin. The sensitive story of a lonely boy and his love for a wild blue heron. Dodd. 147 pp. $4.50. Ages 10-13.

Harry Cat's Pet Puppy. George Selden. Illustrated by Garth Williams. Further adventures of the redoubtable duo, Harry Cat and Tucker Mouse, introduced in *A Cricket in Times Square*. Farrar. 167 pp. $5.95. Ages 6-10.

House of Stairs. William Sleator. Thought-provoking science fiction tale of horror and suspense in which five 16-year-old orphans are subjected to "conditioning." Dutton. 166 pp. $5.95. Ages 12-15.

Tough Chauncey. Doris Buchanan Smith. A grim, strong story of a boy abandoned by his parents and harshly

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CHILDREN, INCORPORATED

CIRCLE QUICK-ACTION CARD NO. 40

Booklist
(Continued)

treated by his grandparents. Morrow. 222 pp. $5.50. Ages 10-14.

John Come Down the Backstay. Caroline Tapley. Illustrated by Richard Cuffari. A fine historical novel and exciting sea adventure, this vividly details the tensions and stress of shipboard life. Atheneum. 182 pp. $6.25. Ages 12-15.

Guarneri: Story of a Genius. Leonard Wibberley. An interpretation of the life and personality of the master violinmaker through the account of a fictional apprentice, who sees him as a genius hampered by poverty and loneliness. Farrar. 151 pp. $5.95. Ages 11-15.

The Girl Who Cried Flowers, and Other Tales. Jane Yolen. Illustrated by David Palladini. Five unusual stories, illustrated with full-page paintings and drawings of classic beauty. Crowell. 55 pp. $5.95. Ages 7-10.

Nonfiction

They Put on Masks. Byrd Baylor. Illustrated by Jerry Ingram. Harmonious prose-poetry tells how the Eskimos, Iroquois, Apache, and other Indian tribes have used masks to speak with their gods. Scribner. 46 pp. $5.95. Ages 6-10.

Whirlwind Is a Ghost Dancing. Natalia Belting, compiler. Illustrated by Leo and Diane Dillon. A poetic retelling of nature lore from North American Indian tribes with striking stylized paintings developed from authentic Indian motifs. Dutton. 32 pp. $7.50. Ages 9-12.

The Weather Changes Man. Ben Bova. The ways the human body has adapted to climatic changes in different parts of the world and the effect of weather on human physiological reactions and on industry. Addisonian Press. 139 pp. $5.50. Ages 12-14.

Walk Together Children: Black American Spirituals. Ashley Bryan, compiler. Detailed woodcuts and musical notation create a powerful vehicle for these spirituals. Atheneum. 53 pp. $6.95. Ages 9-14.

Handtalk: An ABC of Finger Spelling & Sign Language. Remy Charlip and Mary Beth and George Ancona. Color photographs with close-up details of hand positions are combined with brief, explicit directions to convey the richness and beauty inherent in the language of the deaf. A most unusual ABC. Parents'. 48 pp. $4.95. Ages 6-10.

Dr. Elizabeth: The Story of the First Woman Doctor. Patricia Clapp. A highly readable and dramatic account, in journal form, of an energetic woman's struggle to open the medical profession to women in the mid 1800's. Lothrop. 156 pp. $4.95. Ages 10-14.

Journey of the Gray Whales. Gladys Conklin. Illustrated by Leonard Everett Fisher. An interesting account of the migration of the gray whales off the California coast and the birth of a young calf. Holiday. 33 pp. $5.50. Ages 6-9.

Many Hands Cooking; An International Cookbook for Girls and Boys. Terry Touff Cooper and Marilyn Ratner. Illustrated by Tony Chen. A colorful cookbook with recipes from 44 countries. Crowell, in cooperation with the U.S. Committee for UNICEF. 50 pp. $3.50. Ages 8-14.

Prairie dogs in prairie dog town. Irmengarde Eberle. Illustrated by John Hamberger. The life of a family of these small creatures, indigenous to the prairies and plateaus of midwestern and southwestern United States. Crowell. 57 pp. $4.50. Ages 8-10.

Wounded Knee: An Indian History of the American West. Amy Ehrlich, adapter. Smoothly edited from Dee Brown's 470-page *Bury My Heart at Wounded Knee*, this makes accessible to the young reader an outstanding account from Indian sources. Holt. 202 pp. $6.95. Ages 12 up.

Year on Muskrat Marsh. Berniece Freschet. Illustrated by Peter Parnall. The interrelationship of creatures and their environment in a marsh through the changing seasons. Scribner. 54 pp. $4.95. Ages 7-10.

Why Don't You Get a Horse, Sam Adams? Jean Fritz. Illustrated by Trina Schart Hyman. An irreverent, witty approach to the fiery Revolutionary hero. Coward. 47 pp. $5.95. Ages 8-11.

Body Talk. Kathlyn Gay. Photographs by David Sassman. A clearly and simply written description of the ways people communicate through body positions, movements, and gestures. Scribner. 108 pp. $5.95. Ages 10-14.

All upon a Sidewalk. Jean George. Illustrated by Don Bolognese. The dramatic adventure of a city-dwelling yellow ant reported with scientific accuracy. Acrylic paintings show the action as if seen through a microscope. Dutton. 48 pp. $6.95. Ages 5-10.

A Carrot for a Nose: The Form of Folk Sculpture on America's City Streets and Country Roads. M. J. Gladstone. Illustrated with photos. Such commonplace objects as pavement lids, carousel horses, and weather vanes are given a new dimension as part of our cultural history. Scribner. 70 pp. $9.95. Ages 9-12.

Signs and Symbols of the Sun. Elizabeth S. Helfman. An exploration of the importance of the sun in various cultures from earliest civilization to the present. Seabury. 192 pp. $8.95. Ages 10-14.

Big Star Fallin' Mama: Five Women in Black Music. Hettie Jones. A series of memorable portraits of Bessie Smith, Ma Rainey, Billie Holiday, Mahalia Jackson, and Aretha Franklin. Viking. 150 pp. $6.95. Ages 12-15.

Hunters of the Whale: An Adventure in Northwest Coast Archaeology. Ruth Kirk and Richard D. Daugherty. Photos by Ruth and Louis Kirk. The story of a dig on the Olympic Peninsula in Washington conveys the excitement of archaeology. Morrow. 160 pp. $5.95. Ages 10-14.

Joi Bangla! The Children of Bangladesh. Jason and Ettagale Lauré. Photographs by Jason Lauré. Interviews with nine Bengali young people offer vivid insight into the past experiences, present life, and hopes of the youth of postwar Bangladesh. Farrar. 153 pp. $7.95. Ages 12-15.

The Games the Indians Played. Sigmund A. Lavine. A detailed survey of games of chance and dexterity. Dodd. 93 pp. $4.25. Ages 9-12.

City: A Story of Roman Planning and Construction. David Macaulay. Illustrated by the author. Meticulous black-and-white drawings and a detailed account of the evolution of an imaginary city celebrate the remarkable engineering skills of Roman designers and builders. Houghton. 112 pp. $7.95. Ages 10-15.

Christmas Crafts: Things to Make the 24 Days Before Christmas. Carolyn Meyer. Pictures by Anita Lobel. Clear directions and diagrams for holiday decorations, foods, and gifts. Harper. 136 pp. $4.95. Ages 9-14.

Save the Earth! An Ecology Handbook for Kids. Betty Miles. Illustrated by Claire A. Nivola. A free-wheeling primer on pollution with practical ideas on what to do about it. Knopf, distributed by Random. 91 pp. $2.50. Ages 10-14.

Sojourner Truth, A Self-Made Woman. Victoria Ortiz. An inspiring portrait of Sojourner Truth and her fight against slavery and social injustice to women. Lippincott. 157 pp. $5.50. Ages 12-14.

Wrapped for Eternity: The Story of the Egyptian Mummy. Mildred Mastin Pace. Kenneth Jay Linsner, Egyptologist and content consultant. Line drawings by Tom Huffman. This well-written, factually detailed, and abundantly illustrated book will satisfy

a child's curiosity about mummies and provide a breadth of information about Egyptology. McGraw-Hill. 192 pp. $6.95. Ages 10-14.

I Did It. Harlow Rockwell. Gives directions, in an attractive format, for six simple projects children can do on their own. Macmillan. 56 pp. $4.95. Ages 5-7.

The Compost Heap. Harlow Rockwell. Illustrated by the author. Concern for organic gardening reaches the preschool child in this simple and effective story of how last fall's leaves can be transformed into earth. Doubleday. 24 pp. $4.95. Ages 3-6.

Roberto Clemente. Kenneth Rudeen. Illustrated by Frank Mullins. A simply written biography of the baseball hero from his childhood in Puerto Rico to his tragic death. Crowell. 32 pp. $3.95. Ages 7-10.

Loggerhead Turtle: Survivor from the Sea. Jack Denton Scott. Photographs by Ozzie Sweet. Stunning black-and-white photographs highlight an attractive book about the habits, life cycle, and adaptations of this giant creature. Putnam. 64 pp. $6.95. Ages 9-12.

Plant Fun: Ten Easy Plants To Grow Indoors. Anita Holmes Soucie. Illustrated by Grambs Miller. This exceptionally well-designed book combines basic information with attractive detailed illustrations. Four Winds. 125 pp. $5.95. Ages 9-15.

Your First Pet and How To Take Care of It. Carla Stevens. Illustrated and based on an idea by Lisl Weil. Beginners can understand these practical, easy-to-follow instructions. Macmillan. 122 pp. $4.95. Ages 7-10.

On Reading Palms. Peggy Thomson. Illustrated by Dale Payson. The simply written text describes various aspects of palmistry. Prentice-Hall. 71 pp. $4.95. Ages 9-12.

Langston Hughes: American Poet. Alice Walker. Illustrated by Don Miller. An attractively presented biography of a well-loved American poet. Crowell. 33 pp. $3.95. Ages 7-10.

Model Cars and Trucks and How To Build Them. Harvey Weiss. Notable for clear step-by-step directions and well-placed drawings, diagrams, and photos of seven handsome models. Crowell. 74 pp. $5.50. Ages 10-14.

Magic Tales and Magic Tricks. William Wiesner. A felicitous combination of folktales and tricks for magic buffs. Scribner. 64 pp. $4.95. Ages 7-10.

Don't Feel Sorry for Paul. Bernard Wolf. Photographed by the author. A photojournalistic documentary of two weeks in the normal life of a young boy handicapped by congenital deformities. Lippincott. 94 pp. $6.95. Ages 10-14. □

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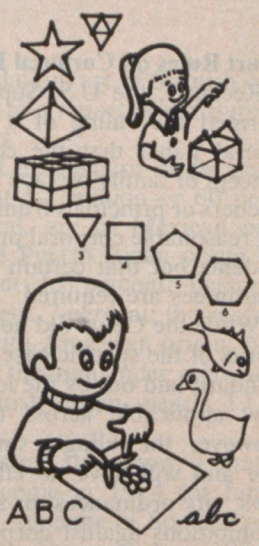

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EVELYN HANSON MIDLAND MICH

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NANCY L. COBLE JACKSONTOWN OHIO

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TRENDS

Court Rules on Corporal Punishment

Recently, the U.S. Supreme Court affirmed the ruling of a three-judge federal panel that the constitutional concept of family privacy does not bar teachers or principals from administering reasonable corporal punishment to students but that certain due process guarantees are required.

While the Court did not rule on the merits of the specific case, the general standard laid out by the lower court is now applicable across the country. However, the ruling is simply permissive and will have no effect on state laws, city ordinances, or school board prohibitions against corporal punishment.

NEA Urges Language Programs for Asian Refugee Children

NEA has recommended to Congress a program to hire Vietnamese-speaking adults who are also fluent in English to serve as classroom aides in schools with substantial numbers of refugee children. Their role would be to facilitate relations between English-speaking teachers and Vietnamese-speaking pupils and their parents.

"This would assist students in their quest to become fluent in English, would alleviate some of the unemployment problems of Vietnamese adults, and would aid the American teachers who are bound to be frustrated by their inability to communicate with some of their students," claims NEA.

3 Million To Use GI Bill in Fiscal '76

Preliminary reports indicate that 3,077,000 people will use the educational benefits of the GI Bill in fiscal year 1976, according to the Veterans Administration. This figure would be well above the 2.7 million who used the Bill's educational benefits in fiscal 1975.

VA officials attribute the increase to the larger allowances provided under the Vietnam Era Readjustment Act of 1974.

Millions Labeled "Illiterate"

After four years of study of the capabilities of adults in America, University of Texas researchers have concluded that "contrary to popular belief, many adults do not have that basic education for living which is indicated for even minimal levels of success."

The research indicates that as many as 23 million adults are "functionally illiterate." For example, 20 percent did not know the meaning of the sign, "We Are an Equal Opportunity Employer," and some 41 percent were unable to fill out a bank deposit slip correctly.

Conscientious Objector Wins Teacher Certification

The State of Georgia cannot deny a teaching certificate to an "outstanding" teacher merely because he had refused on religious grounds to be inducted into military service during the Vietnam war, a federal court has ruled. The former Georgia teacher, Weldon A. Lodwick, is now studying for a doctorate at Oregon State University.

In his court challenge to the refusal of the Georgia State Board of Education to issue him a certificate, Mr. Lodwick was aided by NEA through its DuShane Emergency Fund and by the Georgia Association of Educators, an NEA state affiliate.

Study Raps Performance Contracting

Performance contracting has not lived up to expectations, according to a comprehensive study of the approach conducted by Educational Testing Service (ETS). The study reports that performance contracting, overall, did not fulfill its goal of raising students' achievements as measured by test scores. Nor did it play a significant part in introducing educational innovations.

The 121-page study, "Performance Contracting as a Strategy in Education," concludes that "it would be neither desirable nor possible" to revive the technique on a large scale.

Student Suspensions Reach "Mammoth Proportions"

"The use of suspensions in public school has reached mammoth proportions," according to a report by the Children's Defense Fund (CDF). In the 1972-73 school year, school districts enrolling 53 percent of the nation's student population suspended over 1 million children for over 4 million days and over 22,000 school years.

CDF's analysis of the data shows that 1 in every 24 children enrolled in the reporting districts was suspended at least once in the 1972-73 school year. At the secondary level, that number rose to 1 in 13.

Copies of the report, *School Suspensions: Are They Helping Children?* are available from CDF, 1746 Cambridge St., Cambridge, MA 02138 for $4 and mailing costs ($2, first class; 50¢, fourth class) plus tax where applicable.

Panel To Probe Decline in SAT Scores

The College Entrance Examination Board has appointed a special panel to examine the decline in Scholastic Aptitude Test scores—a decline that began in 1962-63. Willard Wirtz, former Secretary of Labor and now president of National Manpower Institute, will head the panel.

The panel "will conduct a detailed and independent study of issues related to the score decline, which, in a real sense, go to the very heart of the questions being asked about the quality of American education and about the nature of our learners in schools and colleges."

Panel Hopes To Strengthen Arts in Education

A panel comprised of educators, business people, foundation and news people, and practitioners in the arts has undertaken a project aimed at strengthening the role of the arts in education. The report of the panel, scheduled for publication in the fall of this year, will aim at influencing curriculum at all educational levels.

David Rockefeller, Jr., heads the panel. He says, "We have a deep philosophical belief that what we're talking about is as important to education generally as reading. All of the arts

are language forms, but in the schools, we're only teaching writing."

Citizenship Education Task Force Formed

A National Task Force on Citizenship Education has been formed to examine new concepts for citizenship education and to explore possible new concepts of education for responsible citizenship. The Task Force is cosponsored by the Danforth Foundation and the Institute for Development of Educational Activities (I/D/E/A/).

Plans call for publication of results of the study later this year.

William G. Carr Scholarship Available

Applications for the 1976 William G. Carr Scholarship are now available from NEA and may be submitted until February 1.

A $2,000 grant will be awarded to an officer or staff member of a local or state professional organization in the United States for graduate education designed to improve some aspect of Association work. The scholarship recipient will be selected by a subcommittee of the NEA Executive Committee and will be announced in May.

Requests for applications and inquiries should be directed to NEA Center, William G. Carr Scholarship, Room 714, 1201 16th St., N.W., Washington, DC 20036.

OE Awards $7 Million for ETV Series

The Office of Education has awarded $7 million to eight children's educational television series, including four new ones. The awards bring to 15 the number of series supported with funds earmarked for ETV under the Emergency School Aid Act.

The eight awards are:

- $1,800,000 for a new series aimed at persons of high school age. It will dramatize the importance of adapting writing and speaking skills to various life situations.
- $1,674,000 for 39 more programs (for a total of 117) in the Spanish/English bilingual *Carrascolendas* series. For children ages three through nine, the series focuses on learning in two languages and on improving the viewer's self-concept.
- $1,660,000 for 30 more half-hour programs (for a total of 95) in the *Villa Alegre* series, a Spanish/English one intended for both Latino and non-Latino children, ages three through nine.
- $1,660,000 for 30 more programs (for a total of 95) of *Infinity Factory,* which offers seven- through twelve-year-olds the opportunity to have fun learning math.
- $250,000 for a new series of 10 half-hour situation comedies focusing on the generation gap in a typical Cuban-American family.
- $250,000 for 10 more shows (for a total of 20) of *Mundo Real,* a bilingual English/Spanish series for children seven through 12 built on a continuing drama featuring the problems and opportunities faced by children in a fictional, mainland Puerto Rican family.
- $250,000 for a series of 10 half-hour programs intended for individuals of high school age. The series will focus on the Oneida, Stockbridge-Munsee, and Menominee tribes of Northern Wisconsin.
- $249,999 for a series of 10 half-hour programs for Chicano adolescents. Set in a soda shop frequented by Chicano and Anglo teenagers, the series revolves around their problems.

5 Percent of U.S. Population Is of Spanish Origin

An estimated 11.2 million Americans, or about 5 percent of the total U.S. population, are of Spanish origin, according to a report of the Bureau of the Census.

Most of the Spanish-origin population, about 6.7 million or 60 percent of the total, are of Mexican origin. Persons of Puerto Rican origin comprise about 15 percent; persons of Cuban origin, 7 percent; those of Central or South American origin, 6 percent; and the remainder who are of other Spanish origin, nearly 13 percent.

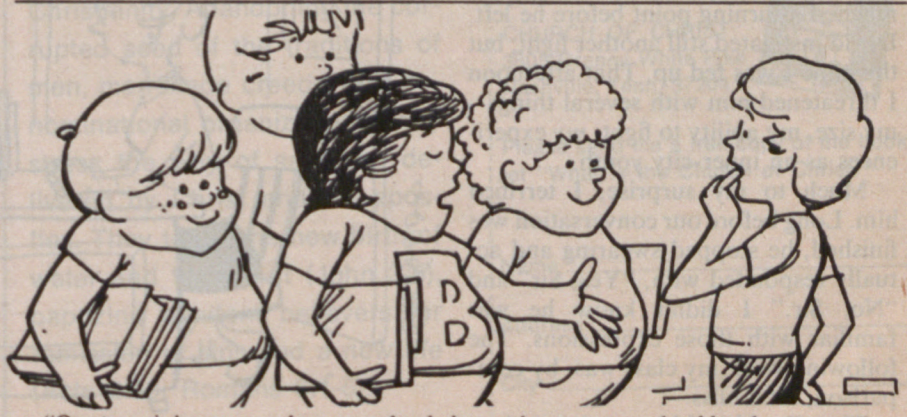
The survey also showed that the median income in 1974 for families headed by someone of Spanish origin was $9,560. The median in 1974 for all U.S. families was $12,840.

Younger persons of Spanish origin have achieved more education than their elders, the report says. About 52 percent of those 25 to 29 years old have completed at least four years of high school, but only 24 percent of those 55 to 64 years have done so.

School Crime at "Crisis Proportions"

Public school crime has reached "crisis proportions," which many educators choose to ignore, maintains Joseph I. Grealy, president of the National Association of School Security Officers. Many educators "continue to sweep incidents under the carpet," he says.

"If the problems continue to be ignored, education will be the loser," states Mr. Grealy. (See "What Can We Do About Violence?" in the November-December 1975 issue of *Today's Education.*)



"Our team is lousy, our classes are dumb, but we have a great school lunch program."

DILEMMA

David Was an Inner-City Victim

Only once during my 10 years of teaching have I known a student to be strongly disliked by his classmates and even by me—his teacher! David Evans, the student, was 13, in sixth grade, and angry with the world. He was consistent about three things—coming to school, fighting, and swearing.

In checking his records and talking to the school counselor, Mr. Wright, I learned that David was a victim of the inner-city. Having received little attention at home, he was virtually reared by older street gangs, and his upbringing was reflected in everything he did. Reports indicated that David had been caught stealing, breaking and entering, and (once) smoking marijuana. He was currently on probation for the stealing charge.

I made a sincere effort to help David adjust to school, but this seemed an impossible task. He was turned off to everything and everybody. His classmates were intimidated by him. I was worn out and bruised from trying to end his fights.

Mr. Wright worked with him but to no avail. David would sit in Mr. Wright's office and sulk for a while, then return to class unchanged.

I found it impossible to meet with his parents. The father, an alcoholic, was not living at home; the mother was busy with her lovers. In desperation, school authorities worked with the courts to have him sent to a correctional home. This process took several weeks.

Believe it or not, our relationship reached a turning point before he left. David instigated still another fight, but this time I was fed up. That afternoon I threatened him with several things—my size, my ability to fight, *my* experiences as an inner-city youth.

Much to my surprise, I terrified him. Long before our conversation was finished, he stopped swearing and actually responded with, "Yes, Sir" and "No, Sir." I didn't know he was familiar with those expressions. The following week my class was, by comparison, total bliss.

Then David and I learned that plans were completed for him to go to the correctional institution. David protested vehemently. I had forgotten he was due to leave and honestly wanted him to stay.

I privately discussed with Mr. Wright the incident that had made a tremendous change in David. I asked that we make a new appeal to the courts to give him another chance in school. However, Mr. Wright felt that my "quieting a child by using threats" was wrong. David would be much better off with trained personnel in an institution.

I have not seen David again, but I hear he is in as much trouble as he had been in school.

Don't you think that with the progress I had made, he should have been allowed to stay, at least for a time, in my class?

Reactions

I agree that an effort should have been made to allow David to remain in school. He was beginning to identify with a teacher who had an "ability to fight" and "experiences as an inner-city youth." More important, the teacher had gone on to become a success.

In my opinion, Counselor Wright had an incorrect perception of why David responded to his teacher. The teacher won David over by being a positive model, not simply because he used threats.

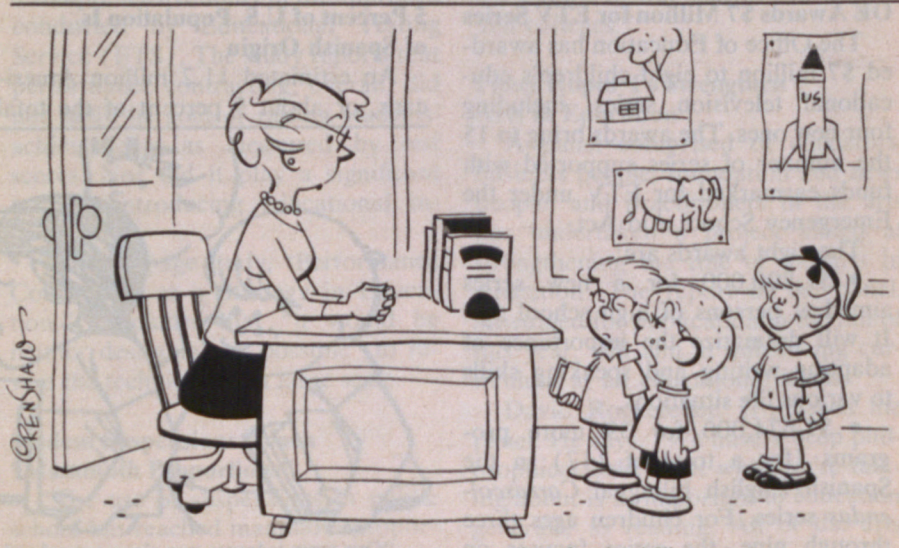
Until the turning point between the teacher and David, the only people with whom David could identify were members of street gangs and his parents. His behavior reflected his constant struggle to be on top. How else could he prove himself in a street gang or with parents so preoccupied with their own lives that they could not notice him?

As David's counselor, I would have contacted the school authorities involved and explained the change that seemed to be taking place. Hopefully, the courts would have agreed to delay entrance to the group home, especially since the action was initiated by the school.

I would also have made an attempt to find other models for David. These might include peers or high school students who had been successful in breaking the behavioral patterns in which many inner-city youth are trapped.

Another resource Mr. Wright could have investigated is the Big Brother program. Big Brothers frequently come from backgrounds similar to David's and could relate to his problems.

Perhaps the saddest aspects of this dilemma are that of a counselor who failed to respond with hope and sym-



"When do we learn how to make a fast buck?"

pathetic understanding to a student, and that of a teacher who accepted the counselor's abrupt decision. Not only does such behavior fail to deal with the problems of all the Davids with whom we come in contact, but it may also contribute to the creation of similar problems in other students—the greatest tragedy of all.

Daniel Thomas Pires, *vocational counselor, Cranston (Rhode Island) Area Vocational/Technical Facility.*

The teacher's threat of physical punishment may stop David's deviant behavior temporarily, but it will not necessarily help him develop the values and attitudes he needs to remain in and benefit from a public school classroom.

It is unlikely that physical intimidation would generate either self-control or intrinsic motivation in David. However, since David's home life lacked a full participating father, the teacher's action might have filled a void David wanted some male teacher to fill.

Hopefully, students who use abusive language and fight frequently but attend school regularly will not be shuttled to correctional institutions until all methods are tried by teachers, counselors, administrators, and peers in a public school environment.

I wonder if the counselor had ever used his age, size, and voice to a student's advantage?

It would be wonderful to imagine all students intrinsically motivated to attain maximum achievement and display socially acceptable behavior, but realizing that we are all subjects of our family and neighborhood environments, this is unlikely.

Perhaps what David needed was an alternative school environment sponsored by the school district whose purpose was achievement through valuing and self-control rather than correction through incarceration.

—**Burnham A. Robinson,** *speech and language specialist, Carter Park Elementary School, Fort Worth Texas; president-elect, Texas Classroom Teachers Association.*

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Yes, it is possible to reproduce first century Christianity in the twentieth century. Only by a complete return to the teaching of the Scriptures, however, can we truly have "one Lord, one faith, one baptism" (Ephesians 4:4,5). Open your New Testament and follow its teaching. You can be just a Christian like Peter, Paul, the Eunuch, Priscilla, and others were 1,900 years ago.

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Futurism and Future Studies. Draper L. Kauffman, Jr. Developments in Classroom Instruction Series. The author of this report outlines an approach to educating students for tomorrow's world, based on the premise that this may be the last chance we have to avoid the consequences of making wrong choices, despite our skill in crisis management. The report covers such vital subjects as systems, stability, and change; key issues in future planning; and the psychology of the future. 60 pp. (1803-6-OF) $2.

Health Education: Drugs and Alcohol—An Annotated Bibliography. Lists resources to help educators, school nurses, and community health personnel evaluate materials and mount effective programs to combat drug and alcohol abuse. Produced in cooperation with the Department of School Nurses, NEA. 32 pp. (1351-4-OF) $2.50.

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Proceedings of the NEA Representative Assembly. Los Angeles, California. 240 pp. (1203-8-OF) $5.

Teacher as Person. Robert R. Carkuff and Richard M. Pierce. An approach toward helping teachers "open ourselves up to the needs of our students, seeking new ways to fight rather than submit to the destructive and alienating forces that invade our schools. By responding to the needs of our students as whole people, we may become whole teachers." Concentrates on attending, responding, personalizing, and initiating . . . particularly in the areas of racism and sexism. 65 pp. (1367-0-OF) $3.50. □

The Good Old Days?

By HELEN D. HOLMES
Coordinator with Career Education Project, Lincoln, Nebraska, Public Schools, former elementary school teacher.

All this talk about the good old days. Humph. What was so good about them?

They may seem rosy to some who look back on them, but I can say for certain that there are things about schools today that sure are an improvement over the past. One is principals.

New teachers don't have a basis for comparison. They need a rundown on the way things used to be.

My first faculty meeting as a full-fledged teacher took place in midyear. I had just been hired to take a combination fourth/fifth grade formed because of overcrowded conditions.

The principal, Mrs. Niceity, introduced me as the inhabitant of Room 201. She made several additional announcements: "Rooms 103 and 105 will share *Weekly Readers* this week, and 202 and 103 will start going to lunch three-and-a-half minutes later than usual because their lines of children, which form behind 200 and 203, are unruly." (It was at least six weeks before I learned the names of the faculty at that school—we were *all* numbers.)

"Now, girls," Mrs. Niceity continued, "I will explain about the use of the coffee facilities in the teachers' lounge. I have had Mr. Earl install two rows of cup hooks in the cupboard in the lounge. Now, each cup hook has a number and as you can see, your cups are also numbered." (Now we saw the need for the "prop" which she had in front of her: a cup with a big red number 201 painted on it.)

"When you remove your cup from its hook, *if* your number is in the back row, you must pick up the cup that is in front of yours *by the handle*. Never touch the drinking surface. Then simply remove your cup, put the one in front of it back on its hook *by the handle*, and close the cupboard door.

"Be sure to rinse your cup before replacing it. Keep the cupboard doors closed. Any questions?"

I had glanced around the room during this recital, expecting to catch someone's eye and exchange a giggle or two. But no. All eyes were down or else glued on the principal. Some of "the girls" even seemed to be taking notes.

I wanted to laugh or else ask questions which popped into my head, such as "What shall I do if someone has placed my cup on their hook? How do I file a complaint? Verbally? In writing?" or "If I witness someone replacing a cup by placing a thumb or fingers on the drinking surface, to whom should I report this infraction?"

Incidentally, by the end of the year, I was so numb to this treatment that I also took notes on announcements such as these. My notes on folding up and returning the film screen and on the importance of *not* using the back of the wall map as a screen are beautifully detailed.

Later my friendly-teacher-next-door informed me that at the faculty meeting the week before I came, the teachers had role-played a lunchroom situation. They used real props for this.

Mrs. Niceity told them to place flatware correctly on their trays and then to follow through on the proper lunchroom procedures. She even threw in an unexpected emergency to see how well they could think on their feet. She dropped a quarter and asked what their reaction should be.

"Go to the back of the line," they all chorused. Passing scores!

The good old days? They are not for me. □

Continued from page 62

three instruments (Tables 1-3) whenever individuals role-play, debate, or in some way try to convince others of something. An individual making a presentation uses the Position Sheet, members of the class fill out the Observer Sheet, and the presenters can use the sheet entitled Analyzing Effectiveness to learn how well the presentations were received and what improvements the class felt could be made.

The Position Sheet can be used by itself, with the other sheets added at other times during the year for other presentations. The teacher must decide how many sheets to introduce at one time. Instructions are on each.

Learning in Small Groups. Many courses depend in part on the cooperation of students working together in small groups. In addition to the concepts and information transmitted in this mode, it is generally hoped that students will also learn about the *process* of small-group work: how to work together to reach a decision or goal and how to look at and understand the perspectives of others.

To encourage this kind of development, we have prepared two sets of questions that small groups can use after completing an exercise or task. The questions examine the group process at two different levels and may be used singly or together. One level (Table 4) looks at the small-group learning process; the other (Table 5) focuses on the roles individuals adopt during the course of small-group work.

Teachers should instruct students to figure out the best *group* response to each question.

In the process of analyzing small-group work and their role in it, students should develop insight and perspectives that will improve their ability to work cooperatively on future projects. □

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CLASSROOM TIPS

By JANE TYLOR FIELD
Retired Teacher of English,
Hilltop High School,
Chula Vista, California.

Mrs. Field urges NEA members to send in interesting and useful teaching ideas on the elementary and secondary level for possible use in future issues. Mail suggestions to Box IE, Today's Education, 1201 16th Street, N.W., Washington, DC 20036.

Why do some classroom discussions fail? Burr O. Miller, instructor of English and speech at Central College in McPherson, Kansas, believes failure may occur when students cannot find any connection between the topic and their own lives. To bring out the *relevance* of the ideas and thus avoid a breakdown of discussion, Mr. Miller uses the technique of commitment, which he finds especially helpful in stimulating those students who are usually apathetic.

Here's how it works for just about any subject—family life, government, literature, office practice, home economics, or whatever:

Prepare and distribute a sheet of controversial quotations of an author, composer, economist, or any specialist in the subject matter area. Ask students to write Yes or No next to each quotation on the sheet.

For instance, study of *The Scarlet Letter* may bring up mention of transcendentalism and of authors who believed in it. Explain transcendentalism as clearly as possible. Give an audio-visual presentation of the lives of some transcendentalist writers.

At the next class session, hand out a list of quotes abstracted, say, from Henry Thoreau's "Civil Disobedience." (Sample: Whenever injustice demands that you be an "agent of injustice to another, then I say, 'Break the law.' ") After reading the first quotation aloud, give the students 10 seconds to write Yes or No before moving on to the next statement.

When the students have made commitments for or against all statements, read the first one again and ask an unassertive student how he/she has answered. (To provide some support for the student, ask how many others in the class have answered in the same way.) Then ask the student to give the rationale for his/her position.

Now, to quote Mr. Miller, "because the student has been *extrinsically* motivated to make a commitment (a decision), *intrinsic* motivation begins, and a successful discussion is assured." Most students feel an urgent need to "resolve conflicts that arise after they have made a *written* commitment. Discussions without written commitments simply do not lock the student into a need to join the discussion."

Attention to the following details, Mr. Miller says, will make the difference between success and failure:

1. The statements or questions must be controversial.

2. Abstract ideas (love, hate, virtue, courage, evil) must be inherent in the statements.

3. Allow no more than 10 seconds for Yes or No decisions.

4. Never let the class beat an issue to death. When the discussion is at its most heated is the time to say, "All right, let's go on to the next topic."

5. Do not overuse this technique. It works best in pointing up big concepts at the conclusion of a particular section of study.

6. *Always* make any assignments *before* discussion time and thereby avoid having to kill a lively argument in order to say, "For tomorrow we'll read Chapter Nine."

While we're on the subject of Thoreau and other nineteenth century voices whose utterances have become so very relevant today, here is another idea:

Suggest that each student search for the thought by Emerson or Alcott or Hawthorne or whomever that is most meaningful to him/her. Such a search will require some careful reading. Then, having chosen, each student can incorporate the quote in a project—a decoupage, a felt hanging, a painting, a piece of crewelwork, an original melody. Arrange the results around the room, and, presto, the place is a philosophical art gallery. Volunteer to have the next department meeting; invite the principal to visit.

Speaking of language barriers, Ara Santos of the Cordello School in Central Islip, New York, feels she has found an effective way to help newly arrived bilingual children comprehend, speak, read, and write both English and Spanish.

Contrary to established beliefs that the second or third grade is the time to begin teaching English as a second language, Ms. Santos feels that the younger the children are the easier they can learn it. Kindergarten, in fact, is the place to start. (As anyone who has listened to a two-year-old speaking French to one parent and English to the other will agree.)

Ms. Santos uses *all* the recognized and approved reading systems, "phonic or auditory as well as the visual and kinesthetic methods." Here is an outline of her approach:

Begin with the alphabet song. As the song is sung, point to the appropriate letter on a wall chart.

The next day have the children copy the alphabet. Hand out alphabet charts of large block letters for them to color.

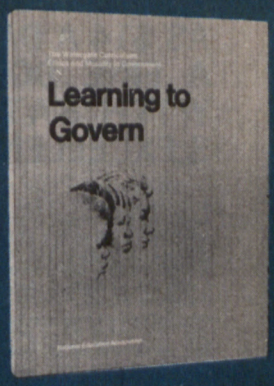
After two days of singing, writing, and coloring, introduce the spoken sounds. Use both capital and small letters. Give the instruction in Spanish but the letter sounds in English.

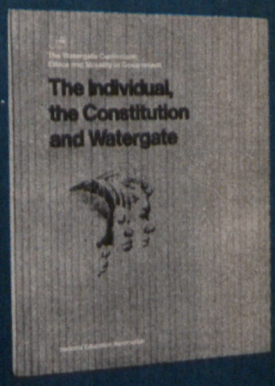
After constant repetition of the English phonics, begin to blend them into words. Give a Spanish translation so that the children first understand the meaning of the words and then of the sentences. Soon, four or five sentences can tell an understandable story. Word writing may be introduced at the same time.

Once children start thus decoding English, the reading of Spanish, according to Ms. Santos, becomes a pleasure, equivalent to playtime. Some of the skills they have learned for the English language will be used in read-

(Continued on page 98)

The Watergate Curriculum: Ethics and Morality in Government





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The Constitution of the United States

Historical Analysis of Morality and Ethics in Government (cassette tape) and *Watergate and the Schools* (printed essay), both by Henry Steele Commager.

Contemporary Morality and Ethics in Government (cassette tape) and *Watergate and the Corruption of Language* (printed essay), both by Arthur M. Schlesinger, Jr.

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CLASSROOM TIPS
(Continued)

ing Spanish, and, of course, many of the letters have the same sounds.

The basic approach should be multisensory. As sounds are introduced, children should say, hear, see, and write them, each activity reenforcing the others.

Everything that is read in English must be translated and discussed in Spanish. Everything read in Spanish must be discussed in Spanish and the English translation given.

Bilingual children become increasingly interested in their education when they find themselves able to read and write in two languages. (Would that more teachers and Americans in general, from the President on down, could share the experience!)

The success of the program depends on how it is handled. Ms. Santos feels that it is best to have a specific time each day for teaching the techniques to the group as a whole. Reading in Spanish is done after all English instruction and reading are finished. The reading groups should be organized in accordance with the children's skills.

Ms. Santos's experience has been that Hispanic children who come to school inarticulate because of home conditions begin talking in both languages as soon as formal instruction develops. There are resultant dramatic changes in their personalities and behavior. Furthermore, many children studying *two* languages in this way learn English just as well as children in other classes who are dealing with English only.

Books are proliferating these days. Not all of them are worth delving into, but reading a book now and then is a good idea. When the reading is a school experience, regurgitating the contents of a book often seems a necessity. The process may be known by many names, but basically it is that familiar old bugaboo, book reporting.

Help! How to avoid the expected boredom for both students and teachers?

(Yes, *teacher* boredom. Do kids ever stay awake nights worrying about how to avoid boring their teachers, other than by toilet papering teacher residences or setting off a few cherry bombs?)

Anyway, Carmela R. Visco of Saugus, Massachusetts, has some ideas for circumventing the mundane in the book report area.

Her students at Belmonte Junior High School are required to read and report on 10 books a year. The books are grouped according to type: autobiography, biography, classics, historical fiction, science fiction, mystery, adventure-romance, and general fiction.

When a student has read a mystery, the reader can report on it by creating an interpretive poster. Such posters are usually imaginative and colorful.

Readers may analyze dramatic fiction by writing a letter to the author, telling of their reaction to certain characters, settings, episodes, etc. (If the authors are alive, students can send the letters to them via the books' publishers. No author has ever had too much fan fail.)

Students may report on the classics by creating relevant book jackets or book markers, perhaps later donating them to the library for a fanciful display.

The adventure-romance report is more difficult but highly stimulating for all the class. Students must choose a key episode and convert it into a play. They may also use this method for science fiction.

Recently Dr. Visco asked her students to present their reports on historical fiction in the form of comic strips. After the initial groans and moans, every single student complied. The results ranged from stick figures to elaborately drawn panels and succinct dialogue.

There is also the possibility of telling the whole thing in song, à la Woody Guthrie and "Tom Joad," Guthrie's fairly accurate ballad outlining the *Grapes of Wrath* (although about as tuneful as three off-pitch tom-toms). □

BOOKS

Schoolteacher: A Sociological Study by **Dan C. Lortie.** University of Chicago Press. 244 pp. $9.95.

What is a teacher? What constitutes teaching—good *or* bad? Is teaching *really* a profession? What effects will collective bargaining have on the future of teaching?

These questions are not new, and many "experts" have attempted to answer them, but few authors have concerned themselves with what practicing classroom teachers think and feel about their own profession. This book is a notable exception.

The author has based his observations on historical review, national and local surveys and studies, and most important, intensive interviews with teachers. The result is a view of teaching by its practitioners—a view seldom seen by the public, the "experts," or even other segments of the education profession.

Lortie shows an unusual understanding of the patterns of practice and belief that distinguish teachers from other workers. It is a perceptive study of the thoughts, aspirations, and frustrations of teachers everywhere.

Most provocative are the conclusions in which the author speculates on the role of teachers in accommodating to changes in the schools of the future. He charges that teachers and teacher organizations will have to exercise much selectivity in the years ahead, confronting "options in educational practice, alternative responses to public expectations, and different organizational decisions."

Noting that educational research is seldom rooted in a concern for the actual difficulties facing classroom teachers, Lortie speculates that in the future the teaching profession will need large-scale practice-oriented research that can only be done by teacher organizations and suggests some exciting possibilities for teachers to initiate change through research and development of their own.

Lortie concludes that teaching is, indeed, unique. "No other occupation can claim a membership of over two million college graduates and tens of thousands with advanced degrees. To expect teachers to contribute to the development of their occupational knowledge seems reasonable; to the extent that they do, their future standing and work circumstances will benefit."

Reviewed by **Helen D. Wise,** *social studies teacher, Westerly Parkway Junior High School, State College, Pennsylvania; former NEA President.*

The Boundless Resource: A Prospectus for an Education-Work Policy by **Willard Wirtz** and the **National Manpower Institute.** New Republic. 205 pp. $7.95.

The goal of Willard Wirtz's new book is to give perspectives that will help to bridge the gap between education and work. Wirtz, Secretary of Labor from 1962 to 1969, clearly points out that education and work must not be limited to education for youth and work for maturity but education and work in one world—life. His conclusions are based on collaborative findings of the National Manpower Institute (of which he is president), established in 1970 by business leaders, academic administrators, and others representing the public.

On the basis of much empirical data, Wirtz concludes that merely sending the nation's youth to school for a given number of years is not enough to prepare them for future life. He sees the "collaborative process," developed at the grass roots level through a community work council as a possible means of providing a job for every person and a person for every job.

Wirtz's recommendations are in keeping with Alvin Toffler's belief that education is a laboratory experience dealing with the life cycles of humans from birth to death.

Wirtz recommends reforms in determining manpower needs, implementation of guidance and counseling systems, infusion of career education into the general curriculum, work experience as an integral part of education, drop-out/drop-in concepts, and elimination of restrictions both of law and of custom that have outlived their original purpose. He also cites the need for a centralized governmental authority to replace the present five or six agencies that are currently collecting data on manpower in order to maintain a profile on the training forces.

The Boundless Resource offers possible answers to the discontent of workers evidenced in Studs Terkel's *Working*. Mr. Wirtz's solutions for narrowing the gap between education and work are credible and timely.

Reviewed by **Michael A. Zockle,** *project director, Career Education K-10 Continuum, Warren, Ohio, City Schools.*

School Desegregation: Outcomes for Children by **Nancy H. St. John.** Wiley. 236 pp. $13.95.

It may sound paradoxical, but *School Desegregation: Outcomes for Children* is one of the most enlightening yet perplexing books I have read in the field of education. No doubt it stands as one of the most honest attempts to evaluate the effects on children of America's recent school desegregation programs.

In the process of reporting and synthesizing the results of 120 research projects, Professor St. John tells us as much about the state of contemporary social science as she does about the effects of desegregation on children. Almost everywhere this careful and thorough researcher looks, she finds contradictory evidence, contradictory perspectives and ideologies. If busing poses a monumental problem for certain families in various American communities, then evaluating busing is causing no less vexing problems for America's social scientists.

In three important areas, the author's review of the literature reveals perfectly inconclusive data. Desegregation seems to be related to both raising *and* lowering a child's academic achievement, self-confidence or esteem, and degree of racial prejudice. For example, one study indicates improvement in language facility among black children as a result of school de-

(Continued on page 101)

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segregation, while another study shows no improvement and even impairment.

The richness of the variables examined is overwhelming: rural and urban location; social class; sex; family size; type of school and classroom interaction; matched samples, control groups, inter- and intra-group comparisons; and political and social atmospheres of schools and communities.

Maybe from all this work we can conclude that black boys do a bit better than black girls in desegregated schools or that affluent families fare better than poor families in the desegregation process or that black children do a touch better in biracial schools than in all-black schools. Maybe.

St. John has considered these contradictory findings and concluded that what is needed is research that examines the lives of children over a long period of time and that looks closely and systematically at individuals in their classrooms, with their teachers, on the school buses, in their homes.

She concludes also that policymakers can learn from the research even though school desegregation has proven neither a success nor a failure in the psychological, attitudinal, or academic terms put forth by social scientists. She advises that people must be allowed the power of self-determination in order to reduce the dangers of forcing people into hostile situations they inevitably will resent.

This book makes us wonder about our methods and ideas and the degree to which our own attitudes and prejudgments affect the results of our inquiries. It makes us question how we could write policies for people about whom we know so little. The absence of clear-cut, unequivocal findings should not discourage us if we are willing to honestly recognize, first, the profound limitations of social scientific conceptualizations and methodologies and, second, the pervasive racism in the institutions where America's children are educated. We value *School Desegregation,* therefore, because it causes us to reassess our own

(Continued on page 102)

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BOOKS
(Continued)

morality and our attitudes toward the law—not to mention our own academic achievements, self-confidence, and racial prejudice.

Reviewed by **Thomas J. Cottle,** *psychotherapist, researcher, and author, Children's Defense Fund of the Washington Research Project.*

More Than Survival by the **Carnegie Foundation for the Advancement of Teaching.** Jossey-Bass. 166 pp. $6.95.

This report by the Carnegie Foundation for the Advancement of Teaching is a well-intentioned document which says that the goal of higher education should be not mere survival but continuation as a vital force in American society.

To achieve this, the trustees call for some adjustments; emphasize the contributions of skilled, trained citizens to American life; and then advance a surprisingly elitist, ethnocentric claim that "higher education in the United States should still be a model for the rest of the world:

"A higher percentage of youth will attend college than in any other nation.

"Faculty members will be among the more privileged groups in American society and the most privileged in the world.

"In this country, more of the gross national product will be spent on higher education, and more will be spent on university-based research than is spent anywhere else.

"Colleges will be located within commuting distance of close to 100 percent of all Americans and will offer highly diversified programs."

Many good things can be said of American higher education, but is it really a good thing that the faculty is among the most privileged groups in the whole world? Is this good social policy? Above all, it seems to overlook the dissatisfaction of students with the quality of college teaching, the preoccupation with research in the major universities, and the heavy reliance on graduate students to serve in place of the airborne professors en route to Washington.

Is it really a good thing that a rising

percentage of all young people will attend college? This policy served us well during recent decades of expansion but now that we have unemployed college graduates and underemployed doctors of philosophy, the policy has been challenged.

The Carnegie trustees have allied themselves with an educational enterprise geared up for mass production and willing to lower its standards to keep the colleges supplied. Their report deals with higher education, meaning colleges and universities, while the Congress now prefers the broader concept of postsecondary education that includes schools of cosmetology and TV technology and proprietary schools.

The report has surprisingly little to say about teaching or its importance. And it has very little to say about the participation or needs of students. The recommendations do not even consider problems of consumer protection in education or how to reduce some of the abuses that are not confined to proprietary schools, business colleges, and other vocational postsecondary institutions.

Higher education has been put to many uses. We use college to socialize young people and to keep them off the labor market. During the Vietnam war, it was a source of draft deferment for thousands. We also include the higher *learning* and preparation for various professions. We are proud of a diversity that embraces St. John's College and the Great Books as well as Antioch College, which has satellite campuses that carry their accreditation with them as if it were a portable legacy.

American education has long been said to mirror American society. That is its strength and its weakness, which may help to explain why the Carnegie report ends with a chapter on "Solutions" that are not solutions at all. It expresses hopes, warnings, and a list of opportunities that include the training of health care personnel and teachers for various specialized purposes on which we have been skimping.

Now that some educational shortages are over, now that we have "solved" the problem of teacher shortages, we have an opportunity to focus on quality. This opportunity comes at a time of financial stringency when we seem to be intent on saving money in the public sector (including nonprofit schools) and is complicated by the lack of wide-ranging agreement as to what we mean by quality or how we can assess it.

For those who agree with the Carnegie trustees, progress and quality can be assessed in terms of progress toward universal access to higher education, increased public funds for private colleges, a new commitment to university research capacity, and stronger emphasis on remedial classes and other neglected areas. The report concludes that "the future holds attractive possibilities."

Reviewed by **George Arnstein,** *executive director, National Advisory Council on Education Professions Development, Washington, DC, who says that the opinions expressed are his own and do not necessarily represent those of the Council.*

The Night Is Dark and I Am Far from Home by **Jonathan Kozol.** Houghton Mifflin. 208 pp. $7.95.

This set of "essays" is the partial autobiography of a man who has known the pain of perception; it is the spiritual-intellectual record of a Thoreaulike human being who disowns much of society and its organizations.

On the first page of *Walden,* Thoreau admitted, "I should not talk so much about myself if there were anybody else whom I knew as well." That sentence not only dictates the nature and style of Kozol's book, but reflects a fundamental truth for him: The only way to know and modify reality is through the responsive, active self.

From his touching foreword (telling of the suicide at age 16 of a close school friend) through his periodic insistence that reading his book will be meaningless unless it causes one to act, Kozol presses forward with the conviction that although radical individualism is a crucial need, the realization of that need is denied by the structures and premises of our educational system.

Government, school, society—what do they produce, asks Kozol, but research, statistics, organizations, mere discussion? In society and in school, where no one asks the questions that will revolutionize separate selves, we become tolerant, nicely behaved con-

(Continued on page 104)

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formists (in Kozol's words: "defeated, unprovocative, well-balanced human beings").

The book appears not to believe in most people's working in most places or ways. Even music (protest songs), once-controversial books, and some settled couples are seen as remnants of a defeat, of battles either lost or given up, with popular art and survival accepted as imitations of a coming to terms with things.

But we do have art, and it does order reality, and we do and must survive, so one wonders how a man who feels and thinks as Kozol does gets up in the morning and works in the real world, a world lost as he sees it.

So shallow and deceived are people and their institutions as seen in this book that the reader speculates: If one no longer believes, what does one do? If Kozol gives an answer, it is at the end of Chapter 11 (again appropriately in terms of the singularity of selves): "There is, however, a much deeper need to find one solid core of concrete action and specific dedication, in just one neighborhood, or in one city, with one group of children and one group of allies and one set of loyalties, and with one deep, deep dream of love and transformation."

Reviewed by **John K. Vargo,** *teacher of English and humanities, Senior High School, Shaker Heights, Ohio.*

"How come only the *boys* get to clean the chalkboard erasers? I think the *girls* are being discriminated against!"

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Bibliographies and Catalogs

The Energy-Environment Materials Guide. An annotated bibliography of important and accessible energy literature. Includes three graded student lists, a guide to film and nontext materials, and a list of other curricular materials with energy themes. 1975. 82 pp. $2. National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009.

Gaming: An Annotated Catalogue of Law-Related Games and Simulations. Lists and describes more than 125 games, simulations, and books on the classroom use of such activities. Divided into six sections: Basic Concepts of Law, The Constitution, The Bill of Rights, Current Issues, The Political Process, and Teacher Resources. 1975. 31 pp. Single copies free. Norman Gross, American Bar Association, 1155 E. 60th St., Chicago, IL 60637.

NAMH Film Catalog. Synopses of films selected by the National Association for Mental Health for mental health programs. Includes suggestions for choosing films and presenting film discussion programs. Provides rental and purchase information. 1975. 18 pp. Free. Order from NAMH Film Service, 324 N. Fairfax St., Alexandria, VA 22314.

Polydrug Use: An Annotated Bibliography. Gives synopses of 88 articles dealing with studies of multiple drug use in general, the epidemiology of polydrug use, the management of its use, and polydrug use in a variety of combinations. 1975. 35 pp. 85¢. Stock No. 017-024-00450-2. DHEW Publication No. (ADM) 75-255. Superintendent of Documents, Govt. Printing Office, Washington, DC 20402.

Bicentennial

Bicentennial Almanac. A weekly record of events, from month to month, leading up to the American Revolution and continuing through 1776. This material consists of interesting historical information, both old and unfamiliar, and is being issued monthly in leaflet form. 4 pp. Free. National Park Service, Mid-Atlantic Region, 143 S. Third St., Philadelphia, PA 19106.

The Two Hundredth Anniversary of the First Continental Congress, 1774-1974. A collection of diverse and unusual material, some of which is little known and has rarely been published. Includes essays, letters, and patriotic ballads of the era; the text of the Declaration of 1774; a documentary history of the Continental Congress; and short biographies of all participants. A special section records examples of the mixed reactions colonists had to the Continental Congress. 1975. 155 pp. $1.80. Cat. No. 93-2:H.Doc.413. Stock No. 052-071-00432-7. Superintendent of Documents, Govt. Printing Office, Washington, DC 20402.

Career Education

The Most Important Thing in the World. Gives brief information about occupations that help rehabilitate the disabled: physical therapist, occupational therapist, speech pathologist, audiologist, special education teacher, rehabilitation counselor, medical social worker, recreation therapist, rehabilitation nurse, and psychologist. 1968. Single copies free; additional copies 25¢ each. National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Ave., Chicago, IL 60612.

Computers

Computers. Gives the history, operations, uses, and limitations of computers. Illustrated. 1973. 90 pp. Single copies free. U.S. Energy Research and Development Administration, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830.

Suddenly, Tomorrow Came. An impressive booklet, packed with facts and illustrated with photos, charts, and engravings, tells about giants of the past in astronomy and relates the story of an essential tool we need to achieve our goal of exploring the universe—the electronic digital computer. Includes short, basic bibliography. 1970. 36 pp. Free. IBM Corporation, Special Communications, Old Orchard Rd., Armonk, NY 10507.

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Copyright Permissions: A Guide for Noncommercial Use. Defines "fair use" and gives a brief history of copyright and the current status of copyright revision legislation. Includes a sample of a request for permission to duplicate material. Pamphlet. Free. Assn. of American Publishers, Inc., 1920 L St., N.W., Suite 750, Washington, DC 20036.

(NEA does not agree with the authors of the pamphlet as to when permissions are needed.)

English—Language Arts

The following are available from the National Council of Teachers of English, Order Dept., 1111 Kenyon Rd., Urbana, IL 61801. Discount price to Council members appears in parentheses following the list price.

Individualized Writing in the Elementary Classroom. No. 23058R. A detailed plan for setting up a writing center and for developing minicenters that focus attention on specific concepts. Gives suggestions for task cards and activity sheets, discusses several focuses for learning modules for older children, and describes a number of open-ended activities. Published by the ERIC Clearinghouse on Reading and Communication Skills. 1975. 24 pp. $1.10 ($1).

Observing and Writing. No. 33967R. How to help students surmount the common problem of lack of specificity by observing, drawing inferences, and commenting on each other's writing. Describes 15 activities designed to increase students' powers as observers and recorders of sensory experience. All levels. Published by the ERIC Clearinghouse on Reading and Communication Skills. 1975. 32 pp. $1.10 ($1).

A Primer of Transformational Grammar. No. 36921R. Explains in layman's language and with diagrams the rudiments of transformational grammar; discusses the meaning of phrase structure grammar, symbols used in transformation (or generative) grammar, and the formation of "trees"; and gives the rules governing movement, insertion, substitution, and deletion. Brief bibliography. 1975. 32 pp. $1.75 ($1.50).

Theater Games: One Way into Drama. No. 53623R. Gives resources rich and detailed enough to enable any teacher to learn drama while teaching it. Presents a structured sequence of dramatic activities designed to prepare students of all ages to act on the stage; describes the nature and possible uses of a number of theater games. Published by the ERIC Clearinghouse on Reading and Communication Skills. 1975. 32 pp. $1.10 ($1).

Health—Mental Health

Dealing with the Crisis of Suicide. Gives facts about suicide and some do's and don'ts to remember in trying to help the suicidal person. Lists standards for suicide prevention centers, which can be school-sponsored. 1972. 20 pp. 35¢ each; quantity discounts. Pamphlet No. 406A. Public Affairs Pamphlets, 381 Park Ave. S., New York 10016.

Playmates: The Importance of Childhood Friendships. Although aimed at parents, this excellent work contains valuable information for teachers. Discusses how friendships develop and meet needs, why they change, friendship and sexual identity, problems in friendship, and how to help children understand and resolve them. 1975. 24 pp. 35¢ each; quantity discounts. Pamphlet No. 525. Public Affairs Pamphlets, 381 Park Ave. S., New York 10016.

Typical Poisonous Plants. Useful information on more than 17 varieties of poisonous plants found most commonly in the United States. Gives a complete description of each plant, points out the dangers of each, describes symptoms to look for in case of accidental ingestion, and tells how to administer emergency treatment

(Continued on page 106)

AUDIOVISUAL MATERIALS

The following 16mm sound, color films are recommended by William Cuttill, Indiana University, Audio-Visual Center, as representative of the many materials available for use in developing a further understanding of the varied events and ideologies which have shaped our history for the past 200 years. Further information concerning these films and their availability can be obtained from the producers/distributors indicated by the numbers in parentheses.

Lincoln's Last Day. 28 min. Traces the events and the day leading up to the assassination of Abraham Lincoln. Grades 7-12. (5)

Minority Pioneers. 19 min. Documents the contributions of minorities to the westward expansion of the United States. Grades 4-12. (7)

Paul Kane Goes West. 16 min. Documents the life-style of the North American Indian in the 1840's through a series of paintings by Canadian artist Paul Kane. Grades 3-12. (3)

Power and the Presidency. 24 min. Traces the Office of the President from its constitutionally guided beginnings to various presidents who have shaped the Office with their individual personalities. Grades 7-12. (1)

Rights, Wrongs, and the First Amendment. 26 min. Examines the freedoms contained in the First Amendment and the constant struggle to keep a balance between the needs of national security and these rights. Grades 7-12. (6)

What's the Presidency All About? 25 min. Lists and describes the powers, duties, and responsibilities of the President and questions the growing power and dominance of the Office. Grades 7-12. (2)

The World Turned Upside Down. 53 min. Dramatizes the role of George Washington in the American Revolution, emphasizing the Battle of Yorktown. Grades 9-12. (4)

Producers or distributors: (1) BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404. (2) Carousel Films, 1501 Broadway, New York, NY 10036. (3) Encyclopaedia Britannica Educational Corporation, 425 N. Michigan Ave., Chicago, IL 60611. (4) Films, Inc., 1144 Wilmette Ave., Wilmette, IL 60091. (5) McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY 10020. (6) Sterling Educational Films, 241 East 34th Street, New York, NY 10016. (7) Universal Education and Visual Arts, 100 Universal City Plaza, Universal City, CA 91608.

FREE OR INEXPENSIVE
(Continued)

until a doctor arrives. 1973. 23 pp. 70¢. Stock No. 017-012-00177-7. Cat. No. HE 1.2:P 75/2. Superintendent of Documents, Govt. Printing Office, Washington, DC 20402.

Metrics

Living with Metric—An Explanation of America's New System of Measurement. Instructions for proper use of metric measures, with glossary. Also contains a shopping-cooking-sewing guide and a brief food counter that translates calories into joules. 1974. 36 pp. $6 for minimum quantities of 10; single copies $1 prepaid. Union Carbide Educational Systems Group, P.O. Box 363, Tuxedo, NY 10987.

Metric Units for Everday Use. Explains the 10 main units of metric plus a few new temperatures that will be used in everyday life. 1975. 1 p. Single copies free. U.S. Metric Association, Inc., Sugarloaf Star Route, Boulder, CO 80302.

Science and Social Studies

Coal. In 13 sections, this color illustrated reprint from *World Book Encyclopedia* tells all about coal. Contains charts, graphs, maps, and a brief bibliography. 1975. 24 pp. Single copies free. National Coal Association, Education Division, 1130 17th St., N.W., Washington, DC 20036.

Color-illustrated booklets, in a series on "invite birds," tell what plantings attract which birds and when the former bloom and bear fruit. Single copies are available free from the Information Division, Soil Conservation Service, USDA, Washington, DC 20250.

Invite Birds to Your Home—Conservation Plantings for the Northeast. 1969. Folder. Program Aid 940.

Invite Birds to Your Home—Conservation Plantings for the Midwest. 1971. Folder. Program Aid 982.

Invite Birds to Your Home—Conservation Plantings for the Southwest. 1975. 15 pp. Program Aid 1093.

Invite Birds to Your Home—Conservation Plantings for the Northwest. 1975. 19 pp. Program Aid 1094.

Japanese Family. Made up of 22 "Learning Episodes," each of which offers pivotal questions, supporting facts, and suggested activities. The episodes include such topics as geography, homes, transportation, national character, clothing, food, language, holidays, arts, and music. 1975. 65 pp. $2. Extension Service, University of Northern Iowa, Cedar Falls, IA 50613.

National Geographic World. Adventure, travel, science articles; mazes, puzzles, cutouts, posters. The magazine is aimed at a generation of children accustomed to watching TV and intends to continue classroom surveys on proposed articles to determine what its readers want. $4.85 for 12 monthly issues. National Geographic World, Dept. 01600, 17th and M Sts., N.W., Washington, DC 20036.

Teachers—Teaching

Language in Education: Problems and Prospects in Research and Training. Reaffirms the importance of linguistic research to language teaching and learning; explains the social, psychological, and economic implications of language learning within society. 1975. 36 pp. Single copies, $2; 10 or more copies, $1.50 each. The Ford Foundation, P.O. Box 1919, New York 10001.

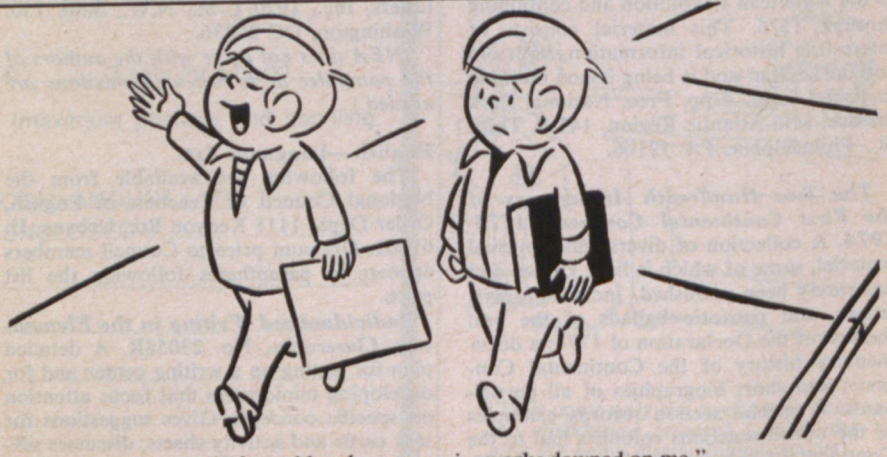
Order the following for $1.95 each from Macmillan Publishing Co., Inc., 866 Third Ave., New York 10022.

Mastery Learning in Classroom Instruction. A guide for understanding and implementing mastery learning strategy and for designing teaching techniques to accomplish this strategy. 1975. 64 pp.

Maintaining Discipline in Classroom Instruction. 1975. 50 pp.

Using Statistics in Classroom Instruction. Interprets test manuals from standardized tests. 1975. 96 pp.

Speech and Hearing Problems in the Classroom. Designed to assist elementary



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and secondary teachers in identifying and coping with speech and hearing problems in the classroom. 1975. 134 pp. $1.95. Cliff Notes, Inc., P.O. Box 80728, Lincoln, NE 68501.

What Is School-Community-Based Teacher Education and Why Should Administrators Be Interested in It? Pictures what forms education might have in a setting that truly respects the rights and aspirations of parents and children; discusses the need for educating different sorts of teachers for different culture groups through differing curriculums, staff, and management systems; reports on field visits to traditional and alternative institutions; and looks at the future of linguistic and cultural policy in light of recent court decisions. 1975. 46 pp. $1. Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, NE 68508.

United Nations

Order from UNA-USA Publications Orders, 345 E. 46th St., New York 10017 (Attn: Albert Araujo). Minimum order: $2 plus postage.

Portfolio of Promising Practices. Descriptions from schools around the world of approaches, methods, and practical ideas for teaching about the UN in different subject areas and grade levels. 1974. $2.50.

The UN Everything Kit. Contains UN Charter and other materials about the UN. $2.50.

The UN and What You Should Know About It. Sixth ed. Illustrated text tells the story of the UN. 1971. 65¢ each, 10 for $5, 50 for $20, 100 for $35.

Women, Sexism, and Racism

Order the following from Publications, Michigan Education Assn., P.O. Box 673, E. Lansing, MI 48823.

Criteria Checklist for Assessing Local School Board Candidates from a Third World Perspective. 50¢.

Recommendations for Cultural Pluralism in the School Curriculum in Desegregated Schools. 11 pp. 25¢.

A Selected Annotated Bibliography of Material Relating to Racism, Blacks, Chicanos, Native Americans, and Multiethnicity. Vol. 1. 73 pp. $1.50.

Thoughts on Fostering Cultural Pluralism in the Schools. 25¢.

Sexism and Racism: Feminist Perspectives. Spring 1974 issue of the *Civil Rights Digest*. 81 pp. Free. Civil Rights Digest, 1121 Vermont Ave., N.W., Washington, DC 20425.

Woman's Changing Place: A Look at Sexism. Public Affairs Pamphlet No. 509. 1974. 28 pp. 35¢; quantity discounts. Public Affairs Pamphlets, 381 Park Ave. South, New York 10016.

Women's Stake in Low Tuition. 1974. 16 pp. 40¢. American Assn. of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036.

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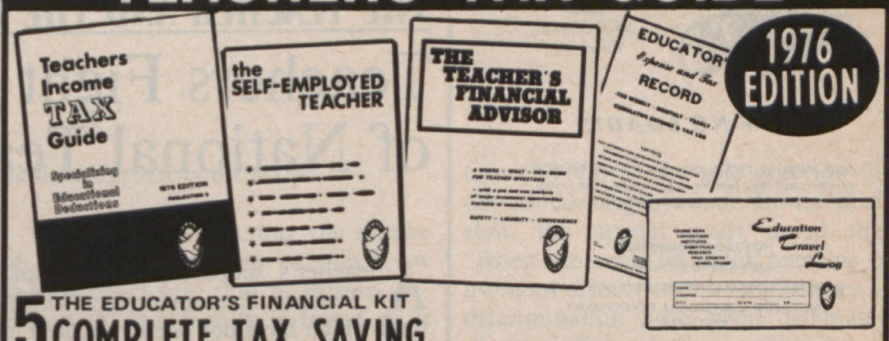

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THE TEACHER AND THE LAW

Teachers Fight Misuse of National Teacher Exams

A teacher's score on the National Teacher Examinations (NTE), tests which have not been validated to show a correlation between test results and classroom teaching performance, can adversely affect that teacher's continued employment, initial entry into the profession through certification policies, salary level, tenure rights, retirement benefits, and future promotional opportunities.

Although the Educational Testing Service, which prepares, administers, and scores the NTE, has urged states *not* to use cut-off scores on the NTE as a criterion for licensing, determining pay scales, assessing and/or firing in-service staff, or granting tenure, a number of states continue to use the NTE in this fashion. ETS guidelines indicate that the tests are designed to measure academic preparation of prospective teachers and college seniors.

The U.S. Supreme Court, in *Griggs v. Duke Power Company,* ruled in 1971 that Title VII of the Civil Rights Act of 1964 prohibits tests that do not measure skills actually required for the jobs sought and that can be shown to discriminate unfairly against a particular group. Thus tests must "bear a *demonstrable relationship* to successful performance of the jobs for which they are used." The Court said that "any test used must measure the person for the job and not the person in the abstract."

NEA's court fight for equity in teacher testing has been long and extensive.

Most recently (in September 1975) the NEA and its affiliate, the South Carolina Education Association (SCEA), and nine black teachers joined the U.S. Department of Justice in a class action suit charging racial bias in South Carolina's practice of arbitrarily and without validation using NTE cut-off scores (a composite score of 975, with 450 on the Weighted Common Examination) as a requirement for an "A" or "Professional" certificate.

Teachers who do not meet all course requirements or who fail to meet the NTE cut-off score are issued a "Warrant" certificate if they have attained a composite score of 850 and a WCE score of 400. The type of certificate held by South Carolina educators determines both the state's contribution to salary payments and locally funded salaries and benefits. Certification also influences hiring and reemployment decisions, which in turn affect retirement benefits, pay increments, and advancement within school systems.

The suit alleges that these practices result in denial of equal employment opportunity for black educators because of their race and violate (a) Title VII of the Civil Rights Act of 1964, as amended in 1972, (b) post Civil War civil rights legislation, and (c) the Fourteenth Amendment's due process and equal protection clauses.

Just prior to initiation of the statewide suit, more than 50 Charleston, South Carolina, teachers who lost their jobs for the 1975-76 school year because of failure to submit minimum scores on the NTE were reinstated to their classrooms.

Supported by SCEA, NEA's DuShane Emergency Fund, and the Charleston County Education Association, 10 nonrenewed teachers went to federal court seeking injunctive relief on behalf of all NTE "Warrant" teachers in the county. After a court hearing, the school board changed its NTE policy and offered jobs to approximately 50 NTE "Warrant" teachers and also agreed not to use the NTE as the *sole* criterion for reemployment because it had not been validated as an accurate instrument for measuring teaching effectiveness. (Indeed, the ETS stated that it is "absolutely a misuse of the NTE scores to use them in deciding whether to retain a teacher.")

In another action last summer, the General Assembly of North Carolina changed its teacher certification statute to permit teachers who were previously denied certification for failing to meet a minimum composite score of 950 on the NTE but who met all other requirements to be issued probationary certificates good for two years.

Such teachers may be hired on the same terms and conditions as persons with regular certificates if they have good performance ratings and demonstrate sufficient academic competence, including knowledge of subject matter, methods, and principles of education needed to teach in North Carolina schools. The statutory change, however, is a temporary one, expiring July 1, 1977.

NEA officials believe that the General Assembly acted in response to a statewide law suit in which NEA and its affiliate, the North Carolina Association of Educators, and 24 black teachers in 1974 had intervened as parties plaintiff in *U.S. v. State of North Carolina.* This Title VII suit sought invalidation of North Carolina's requirement that prescribed NTE scores be a condition for obtaining certification.

Upholding arguments presented by the Associations, a three-judge federal court last August struck down the statute as "invalid and unconstitutional to the extent that it requires refusal of licensing to otherwise qualified applicants. . . ."

Concluding that teacher applicants have a right to access to the teaching profession and that the state may establish criteria for improving instruction, the court found that the state had selected a score calculated to exclude a given percentage of applicants without showing a correlation between the score and teaching competency.

A court injunction now requires the licensing of some 15,000 North Carolina teachers denied certificates under the 1964 regulation. The question of retroactive pay or damages for these teachers and attorneys' fees has been held for further court action.

In Northern states, too, the misuse of the NTE has been examined. A federal court said that in Boston, selection of new faculty is based on a composite score combining three factors: credentials, NTE grades above 560, and an interview. The effect of the cut-off score, the court said, is to deny proportionately more black teachers permanent positions and to place them on provisional status whereby they are unable to obtain tenure, transfer, or promotion rights. Moreover, this system, the court also observed, results in a disproportionately small number of Blacks holding building level or central administrative positions.

In New York City, several years ago, the Second Circuit found that black and Puerto Rican applicants for supervisory positions were discriminated against when competitive examinations were required for eligibility for these jobs. The court pointed out that the use of these tests had resulted in disproportionately fewer minority principals and that the tests appear to measure "the candidate's ability to memorize rather than the qualities normally associated with a school administrator."

Some of the precedential decisions in the teacher testing area have been won in the deep South. In 1973 the Fourth Circuit called for the district court to order reinstatement and lost pay for nine black "C" certificate teachers in Chesterfield County, South Carolina, who had not been rehired for the 1970-71 school year incident to a court-ordered school desegregation plan. The district had adopted a policy of not rehiring "C" certificate faculty, regardless of years of service; however, the district did not discharge any white teachers.

Later that same year, the Fourth Circuit ordered restoration of jobs for experienced black teachers in Nansemond County, Virginia, who lost their jobs when the district instituted a policy requiring a minimum score of 500 on the Weighted Common Exam section of NTE as the sole criterion for continued employment. In its decision, the appeal court noted that "when the ranks of black teachers in a school district with a long history of discrimination have been decimated disproportionately, an inference of discrimination is raised which shifts to the school board the burden of justifying its conduct by clear and convincing evidence."

The Fourth Circuit called improper the Nansemond County Board's use of the NTE because (a) statistics confirm that as a result of its use, Blacks were excluded from their jobs, (b) it had not provided evidence that the questions posed test knowledge essential to classroom performance, (c) no study has shown the relationship between test results and job performance requirements (predictive or criterion-related validity). Moreover, the court noted that ETS guidelines stated that test grades contribute little or nothing to the evaluation of an in-service teacher.

The court also took issue with the use of a single examination to test all faculty, regardless of their teaching positions.

In 1972 in the Columbus, Mississippi, NTE case, the Fifth Circuit declared: "It is unconstitutional that the NTE cut-off score requirement was set by . . . [The Columbus Municipal Separate School District] . . . without any investigation or study of the validity and reliability of the examination or the cut-off score as a means of selecting teachers for hiring . . . and without consultation with the ETS."

In ordering reinstatement of non-retained black faculty who had not met the cut-off score requirements, the Fifth Circuit noted that the NTE "measures only a fraction of the characteristics required for effective classroom performance. It does not measure manual skills, teaching aptitude, attitudes, personal characteristics or classroom teaching performance."

—Betty E. Sinowitz, *DuShane Emergency Fund, NEA Teacher Rights.*

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